

Upstream

INTERMEDIATE B2



Teacher's Book

Virginia Evans - Jenny Dooley



Express Publishing

Upstream

INTERMEDIATE B2

Upstream Intermediate is a modular secondary-level course for learners of the English language at post-intermediate level (Pre-FCE, CEF B1/B2, ALTE A3/A4 or any other examinations at the same level of difficulty.) The series combines active English learning with a variety of lively topics presented in themed units.

Key Features

- theme-based units from a wide variety of sources in five modules
- a variety of cross-cultural topics
- systematic development of all four language skills through realistic challenging tasks which encourage the learner's personal engagement
- lexical exercises practising and activating all essential vocabulary including collocations, idioms, phrasal verbs and word formation
- a variety of authentic stimulating reading and listening tasks
- realistic, stimulating dialogues featuring people in everyday situations
- grammar sections covering all major grammatical areas plus a Grammar Reference Section
- composition analysis and practice on all types of writing with full models
- a wide range of speaking activities
- intonation & pronunciation sections
- Culture Clips
- Literature pages

Components

Student's Book
Teacher's Book (interleaved)
Workbook (Student's)
Workbook (Teacher's overprinted)
Class audio cassettes/audio CDs
Student's audio cassette/audio CD
Test Booklet

ISBN 978-1-84325-569-7



9 781843 255697



Express Publishing

Contents

Topics

Vocabulary

Reading

UNIT 1 My Home is my Castle (pp. 6-19)

dwellings

dwellings & appliances; household chores; colours & rooms; home safety

- In Search of the Perfect Home (multiple choice)
- The Charming Past: *Blarney Castle - Dunnottar Castle*

UNIT 2 While there's life, there's hope (pp. 20-33)

life events

facial features; feelings; stages in life; family relationships; work

- A Dream Come True (gapped text)
- Extract from *Jack & Jill*

Self-Assessment Module 1 (pp. 34-37)

UNIT 3 Travel Broadens the Mind (pp. 38-51)

travel;
holidays;
festivals

weather; types of holidays & holiday equipment; holiday resorts; holiday troubles; traveller's tips; festivals

- Getting away from it all (multiple matching)
- Spectacular Nature: *White Cliffs of Dover - The Rockies*

UNIT 4 Earth is Dearer than Gold (pp. 52-65)

environment;
energy

planet Earth; environmental problems; conservation; energy crisis; preservation of animals & plants

- The Answer is Blowing in the Wind (gapped text)
- *The Little Land* (poem)

Self-Assessment Module 2 (pp. 66-69)

UNIT 5 Early to Bed ... (pp. 70-83)

health;
daily routines

health problems; daily routines; stress & relaxation; describing feelings; character adjectives

- Can you feel the rhythm? (multiple choice)
- Naturally Hot: *Rotorua - Ainsworth Hot Springs*

UNIT 6 Better Safe than Sorry (pp. 84-97)

technology;
crime

technology at home; electrical appliances; types of offence; descriptions of objects

- No More Secrets (matching headings to paragraphs)
- Extract from *The Time Machine*

Self-Assessment Module 3 (pp. 98-101)

UNIT 7 Penny Wise, Pound Foolish (pp. 102-115)

shopping;
advertising

shops & department stores; clothes; products; credit cards; shopping complaints; online shopping

- Picking the Perfect Present (multiple matching)
- In the Market for a Bargain: *Portobello Road Market - Queen Victoria Market*

UNIT 8 You Are What you Eat (pp. 116-129)

food;
healthy eating;
eating habits

types of food; recipes; kitchen utensils; ways of cooking; places to eat; diners' complaints

- How to burn fat all day long (gapped text)
- Extract from *Oliver Twist*

Self-Assessment Module 4 (pp. 130-133)

UNIT 9 Every Man to his Taste (pp. 134-147)

sports & entertainment

types of sports; qualities; places & equipment; free-time activities; types of entertainment; the paralympics

- Daredevil Shaun (multiple choice)
- Trophy Hunters: *Wimbledon - The Super Bowl*

UNIT 10 Spread the News (pp. 148-161)

the media;
disasters

the news; natural/man-made disasters; newspapers; TV Guide; cinema; types of films

- E-books the books of the future? (gapped text)
- Extract from *Robinson Crusoe*

Self-Assessment Module 5 (pp. 162-165)

Grammar Reference Section (pp. 166-175)
Word List (pp. 176-181)
Suggested Answers Section (pp. 182-183)
Tapescripts (pp. 184-186)

Module 1

Module 2

Module 3

Module 4

Module 5

Grammar	Listening	Speaking	Writing
present tenses; adverbs of frequency; state verbs Phrasal verbs: <i>BREAK, BRING</i>	note-taking; T/F statements; matching speakers to statements	compare types of houses; suggest ways to make houses safe for children; renting a house; expressing sympathy; requesting services	- an advertisement - an informal letter describing a house for rent
past tenses; used to/would Phrasal verbs: <i>CARRY, COME</i>	matching speakers to statements; T/F statements	discuss important things in life; express opinions on family matters; talk about memories of early childhood; breaking the news; describing people; introducing people	- famous people's profiles - a narrative
future tenses; Conditionals Type 0 & 1; the definite article Phrasal verbs: <i>CUT, DO</i>	note-taking; T/F/ Doesn't say; multiple choice	discuss weekend activities; speculations; holiday experiences; accepting/refusing invitations; cancelling a hotel reservation; renting a vehicle	- a letter of complaint - a semi-formal transactional letter
comparisons; too/enough; -ing form/ infinitive Phrasal verbs: <i>FALL, GET</i>	note-taking; matching speakers to statements	suggest ways to protect animals from extinction; suggest solutions to improve the environment; complaining; offering solutions to problems; expressing hesitation	- a set of rules - an essay providing solutions to problems
-ing/-ed participles; modal verbs; making deductions; question tags Phrasal verbs: <i>GIVE, GO</i>	Yes/No statements; multiple choice; matching speakers to statements	discuss ways to relax; speculating; give advice; losing your temper; making an appointment; describing symptoms	- an informal letter describing a personal problem - a for and against essay
order of adjectives; the passive; relatives; relative clauses Phrasal verbs: <i>HOLD, KEEP</i>	multiple matching; note-taking; matching speakers to statements	discuss pros & cons of using computers; discuss effects of modern technology on our lives; "filler" phrases; reporting a theft; giving instructions	- a news report - an opinion essay
causative form; reported speech (statements, questions, orders) Phrasal verbs: <i>LET, LOOK</i>	note-taking; Yes/No statements; multiple choice	ask for information; discuss pros/cons of advertising; discuss dress code; expressing opinions; making complaints; buying clothes	- describe clothes for a fashion magazine - an article describing a visit to a place
quantifiers (some, any, no, (a) little, (a) few); countable/ uncountable nouns; reported speech (special introductory verbs) Phrasal verbs: <i>MAKE, PUT</i>	T/F statements; multiple matching; multiple choice	give advice; compare junk food to home cooked food; accepting/ refusing invitations; doing your shopping; ordering a meal/fast food	- a recipe - an assessment report
Conditionals Type 2 & 3; wishes; would rather Phrasal verbs: <i>RUN, SEE, SET</i>	note-taking; T/F statements; matching speakers to statements	give opinions; guess content; talk about hobbies; asking for permission & polite requests; taking a phone message; inviting a friend to a sporting event	- instructions for a magic trick - a letter to the editor
future perfect; linkers & quantifiers (either/neither, although, both, all, none) Phrasal verbs: <i>STAND, TAKE, TURN</i>	multiple matching; note-taking	compare types of films; express preferences; talk about disasters; gossip; making arrangements; making excuses	- a news report - a formal transactional letter

My Home is my Castle

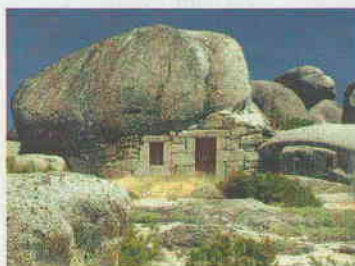
Lead-in

- 1 The title above is taken from an English proverb. What do you think it means?

A



B



C



D



- 2 a. Which of the houses in the pictures:
has: five storeys and a house on top; a fibreglass shark; brick walls; a thatched roof; a chimney; a rock on the roof; wooden stairs up to the front door; stone walls; a pitched roof; a tiled roof?

is: built underground; a castle; built on stilts?

- b. Use the adjectives to describe each house. Give reasons.

- economical • impractical • cold • spacious • cramped
- airy • comfortable • attractive • eccentric

House A is economical to maintain because it doesn't cost very much to heat and cool.

- c. Listen and match the houses to the countries.

- | | | |
|----------------------|---|---------------------|
| five-storey building | — | Suffolk, England |
| terraced house | — | Zimbabwe |
| hut on stilts | — | Portugal |
| rock house | — | Headington, England |

- d. Describe the houses A-D. Think about:

- type of house • location • special features
- general description

The house in picture A is a hut on stilts. It is located in Zimbabwe. It has got a thatched roof and wooden stairs up to the front door. It's cramped but it's probably quite airy.

- e. Which house would you/wouldn't you like to live in? Give reasons.

I'd like to live in the hut on stilts because it looks very attractive to me. I wouldn't like to live in the rock house because it must get very cold.

How would you like to live in a castle, a tree house or even underground? This might not be as unusual as you think. It seems that these days more and more people want to live somewhere special and **out of the ordinary**, and if they can't buy what they want they are quite prepared to build it **from scratch**.

For John Mew and his wife Josephine, their home really is their castle. They have built their own English castle in the Sussex countryside. The building is **brand new** with all the luxuries you would expect from a house that cost more than £350,000 to build. However, when you first see it from the outside it would be easy to think that you are looking at an ancient monument. The building has a lot of the features of a traditional castle, including a **keep**, a **moat** and a **drawbridge**. "My choice of house is somewhat eccentric and building it was very hard work, but we've got the perfect place to live," Mew says. Although some would say that the building is impractical and may be cold in **harsh** British winters, he certainly has got a unique and **spacious** home.

If you don't look carefully, you might not even see the home that Jonathan Ridley-Jones and Shanon Ridd built at all! That's because the house is a converted underground water tank. The only thing that can be seen from the surface is a door leading into the hillside. "We've never wanted to live in an **ordinary** house," Shanon says. "Living below ground means that our home is quiet and very cosy – none of the usual **draughts**. It doesn't damage the local surroundings and has very low **fuel bills**. Some of our friends find it dark and feel shut in when they first visit, but they soon get used to it!"

Objectives

Reading: multiple choice; matching prompts to elements in the text

Vocabulary: dwellings & appliances; furniture; colours & rooms; household chores; home safety

Grammar: present tenses; state verbs; adverbs of frequency

Use of English: prepositions of place; adverbs of frequency; phrasal verbs (break, bring); linkers

Listening: listening for specific information; multiple matching; note taking; T/F statements; matching speakers to statements

Speaking: describing a room; talking about your house; comparing & contrasting types of houses; suggesting ways to make a house safe for children; note-taking; giving information about a house; starting a conversation; expressing sympathy; renting a house; requesting services

Intonation: expressing sympathy

Writing: an advertisement; a short descriptive article; an informal letter

- 1 Read out the title. Explain that this is taken from the English proverb "An Englishman's home is his castle". Elicit what a proverb is (a popular saying used to express a well-known fact). Then elicit what the title means by asking comprehension questions. (What is a castle? What were castles used for? Why would someone call his house a castle? etc)

Suggested Answer

An Englishman takes pride in his home

- 2 a. Ask Ss to look at the pictures. Ask them what looks unusual. Read out the list. Ask Ss to match the words/phrases with the houses in the pictures.

Answer Key

five storeys and a house on top: C

a fibreglass shark: D

brick walls: D

a thatched roof: A

a chimney: C

a rock on the roof: B

wooden stairs up to the front door: A

stone walls: B

a pitched roof: C

a tiled roof: D

built underground: (none)

a castle: (none)

built on stilts: A

- b. • Read out the list of adjectives and elicit/explain the meaning of each one by asking Ss to give synonyms, opposites or examples. Alternatively, Ss can look up any unknown words in their dictionaries.
- Ss work in pairs and decide which adjectives best describe each house giving reasons. Check Ss' answers around the class, then ask some Ss to talk about each house.

Suggested Answer Key

House A: economical, cramped, impractical, airy

House B: cold, cramped, impractical

House C: impractical, spacious, airy, eccentric

House D: eccentric, comfortable, spacious

- c. Explain the task. Play the cassette. Ss do the exercise. Check Ss' answers.

Answer Key (See overprinted answers)

- d. Write the headings on the board. Elicit answers from Ss and complete the table. Ss copy the completed table into their notebooks, then use the notes to describe each home.

Answer Key

TYPE OF HOUSE	LOCATION	SPECIAL FEATURES	GENERAL DESCRIPTION
hut on stilts	Zimbabwe	thatched roof, wooden stairs up to front door	economical, cramped, impractical, airy
rock house	Portugal	stone walls, a rock on the roof, small door	cold, cramped, impractical
five-storey building	Suffolk, England	house on top, chimney	impractical, spacious, airy, eccentric
terraced house	Headington, England	brick walls, fibreglass shark in the roof	spacious, eccentric, comfortable

Suggested Answer Key

- The house in picture B is a rock house. It is located in Portugal. It has got stone walls, a rock on the roof and a small door. It is probably quite cold, cramped and impractical.
 - The house in picture C is a five-storey building. It is located in Suffolk, England. It has got a house on top and a big chimney. It is eccentric and impractical, but probably quite spacious and airy.
 - The house in picture D is a terraced house. It is located in Headington, England. It has got brick walls and a fibreglass shark in the roof. It is spacious, but probably quite impractical. It's also a bit eccentric.
- e. Ss work in pairs and do the exercise. Check Ss' answers by asking some Ss to present their opinions to the class.

Suggested Answer Key

I wouldn't like to live in the rock house because it looks very cold to me.

I would like to live in the five-storey building because it looks very spacious to me.

I wouldn't like to live in the terraced house because it looks very eccentric to me.

Tapescript for Exercise 2c (p. 6)

Ss can refer to p.189 of the S's book for the same tapescript.

- A: There was a really interesting programme on TV last night about strange houses.
- B: Oh yeah? I saw a really unusual house once in Suffolk in England. It was five storeys high and looked like a house on top of a block of flats.
- A: I know which one you mean. It's called 'The House in the Clouds' and it was on that programme. It's a clapboard building with a pitched roof and big chimney.
- B: Yes, that's the one. And there's another weird house in Britain with a shark in the roof, isn't there?
- A: Yeah. It looks just like a normal terraced house - you know - a brick wall around the front garden, a porch and panelled windows and all that and then there's this great big shark in the roof!
- B: Well, there's no accounting for some people's taste. So, what other houses were featured on that programme, then?

- 3 a. • Read out the title of the article and elicit Ss' ideas about the content of the article and what type of publication (newspaper, magazine, encyclopaedia, etc) it might be found in by asking questions.

Suggested Answer Key

*The article must be about various types of houses.
This article might be found in a magazine.*

- In pairs, Ss write ten words connected to the theme. Ask Ss to report back. Write the words on the board. Ss copy them into their notebooks.
- b. • Explain the task. Read out the tip. Point out that Ss need to follow this advice in order to complete the task successfully.
- Allow Ss three to four minutes to silently read the text. Do question 1 with Ss. Read out the part of the question in bold and with Ss find the part of the text the question relates to (*paragraph 1 line 6*). Read out the options A-D and help Ss to underline the key words (*A: live underground, B: have exactly the home they want, C: cheaper than buying, D: modern luxuries*). Help Ss to decide on the correct answer by a process of elimination. (*The correct answer is B because the text says: 'if they can't buy what they want they are quite prepared to build it' (l. 5-6)*). Focus Ss' attention on how the information has been rephrased. Ss complete the task. Check Ss' answers. Ask them to justify their choices.

Answer Key (See overprinted answers)

- c. Help Ss to explain the words in bold by giving examples or synonyms. Then, Ss use their dictionaries to find synonyms for the highlighted words. Check Ss' answers.

Suggested Answer Key

harsh: severe

spacious: roomy

ordinary: normal

convince: persuade

set up: establish

resist: keep from

- 4 a. • Write the headings on the board and elicit answers from Ss to complete the table. Ss copy the completed table into their notebooks, then use the notes to talk about the pros and cons of each house.
- Give Ss the following useful language to use when talking about each house.

To list points: Firstly ..., To start with ..., One (dis)advantage is ..., In addition ..., Also ..., etc

To give an opposing viewpoint: However ..., On the other hand ..., etc

Answer Key

	ADVANTAGES	DISADVANTAGES
Mew's	brand new, luxurious, impressive appearance, unique, spacious	expensive to build, impractical, cold in winter
Ridd's	quiet, cosy, doesn't damage the environment, low fuel bills	dark, claustrophobic
Garner's	airy, secure, comfortable	high off the ground, not suitable for sufferers of hay fever

Suggested Answer Key

The Mews' castle has many advantages. Firstly, it is brand new. It is also luxurious, unique and has an impressive appearance. In addition, it is spacious. However, there are certain disadvantages, too. For example, it was expensive to build. It is also impractical and cold in the winter. Nevertheless, I would like to live in a house like this because it is so unique and impressive.

- b. • Allow Ss two minutes to think about their ideal house in class. Then, ask various Ss to describe their ideal house.

Suggested Answer Key

My ideal house would be a castle. It would be made of stone. The rooms would be large and airy. It would have a garden and a pool, where I could spend my time in summer. It would be cool and very comfortable to live in, and very economical.

- As an extension, Ss can collect pictures of unusual homes and prepare a poster for their class.
- Alternatively, Ss can collect pictures of traditional types of houses from various countries and prepare a poster for their class.
- Ss can practise *Reading aloud* using the S's CD/cassette. Ss listen to the text and follow the lines. Ss listen again with pauses, then read out from the text.

Tapescript for Exercise 2c (p. 6) Cont.

Ss can refer to p.189 of the S's book for the same tapescript.

- A: Well, there was this funny-looking hut on stilts in Zimbabwe that had a thatched roof and was on stilts with steps up to the front door, but my favourite was this really tiny little rock house in Portugal.
B: What was so unusual about it?
A: It had a low roof which was a big rock, stone walls, one small window and a small door. I can't imagine anyone living there.
B: Like I said, there's no accounting for some people's taste.

In Search of the Perfect Home

If an underground home doesn't **appeal to you**, 35
how about living in the tree tops? Dan Garner, a
tree surgeon from Gloucestershire, certainly thinks
that this is the way to go up in the world.

"When our family **became short of** space at home
our solution was to build a luxury tree house in the 40
garden. The tree house is built into a **spruce tree** six
metres **above the ground**. It has one main room, a
bedroom and a balcony running around two sides."
Garner is so happy with this practical **extension** to
his home that he thinks he can **convince** more 45
people of the benefits of living in the trees. He wants
to **set up** his own enterprise making more of the
deluxe tree dwellings, saying, "Tree houses are **airy**,
secure and comfortable and the only disadvantage is
that they might not be **suitable for** people who 50
suffer from hay fever or a fear of heights!"

Even people who live in more ordinary **settings**
sometimes can't **resist** doing something to make
them **stand out** from the crowd. One extreme
example of this is Bill Heines' house in Headington, 55
Oxfordshire. Until one morning in 1986, his house
looked much like all the others in his street, when
suddenly overnight a 7.5 m long **fibre-glass shark**
appeared to have crashed through the roof. The
shark was a **sculpture** by local artist John Buckley. 60
At first some people complained that it might be
dangerous or that it spoilt the look of the
neighbourhood, but engineers checked that the
sculpture was safe and the 'Headington shark' has
become a well-known and popular landmark. It 65
seems that no matter where you live, you can always
do something to make sure your house says
something about who you are.

Reading

TIP

Read the text
quickly to get a general
idea of what it is about.

Look at the first part of the question,
then find the part of the text the question
refers to. Go through the choices and choose
the answer that best fits. Keep in mind that
the information may be rephrased. Even if
you think you know the correct answer,
always check that the others are not
appropriate. Check your answer
against the text.

- 3 a. Look at the title of the article. What do you think it is about? Where might you read it? Say words you expect to find in it.
- b. Read the article and answer the questions.
- c. Explain the words in bold, then suggest synonyms for the highlighted words.

1 More and more people build their own home

- A so that they can live underground.
(l. 5-6) **(B)** so that they can have exactly the home they want.
C because it is cheaper than buying a new house.
D because they want all the modern luxuries you find in a new home.

2 John and Josephine Mew

- (l. 17-19) **(A)** know that their choice of home is unusual.
B found that creating their dream home was easy.
C wanted to live like people would have in traditional castles.
D converted an ancient building into a modern home.

3 What do Jonathan Ridley-Jones and Shanon Ridd say about their home?

- A It's just an ordinary house.
B They always wanted to live underground.
(l. 31-32) **(C)** It doesn't harm the environment.
D They don't pay anything for heating and lighting.

4 Why did Dan build a tree house in his garden?

- A He wants to persuade people to buy one.
B His family wanted to live in a tree house.
C He builds them for a living.
(l. 39) **(D)** His family needed more room.

5 The 'Headington shark'

- A was created by Bill Heines.
B crashed into the roof of Bill Heines' house one night.
C was immediately popular with everyone in the town.
(l. 57-59) **(D)** was built without any warning.

Follow-up

- 4 a. List the advantages and disadvantages of Mew's, Ridd's and Garner's dwellings, then talk about them.
- b. What would your ideal house be? Describe it giving reasons.

My ideal house would be a castle. It would be made of...

Vocabulary Practice

Dwellings and Appliances

- 5 a. Go through the table and look up the words you don't know in your dictionary.
- b. Listen and underline the words that best describe Ann's house. Circle the ones which best describe John's house.

CD1, track 2

STYLE:	traditional, <u>modern</u> , apartment, <u>flat</u> (semi) detached, terraced house, <u>cottage</u> , villa, 1/2, <u>3 storey building</u> , castle
LOCATION:	village, city, centrally located, residential area, close to the shops, <u>in the suburbs</u> , on the outskirts, isolated, <u>in the country</u>
SIZE:	small, tiny, <u>spacious</u> , large, huge, average, family-sized, 1-1/2- bedroomed
COST:	<u>cheap</u> , low-priced, overpriced, <u>expensive</u> , economical
GENERAL DESCRIPTION:	cosy, comfortable, secure, <u>luxurious</u> , well-maintained, <u>fully furnished</u> , airy, noisy, <u>cold</u>

- c. Use the words to describe Ann's and John's houses, then describe your house.

Ann lives in a traditional cottage in the country. The cottage is ...

- 6 a. Read the advertisements, then, in pairs, list the special features of each property under the headings: Inside - Outside

A

FOR RENT 3-bedroomed semi-detached house, Paddington. Large lounge/dining room with fireplace, entrance hall, modern fitted kitchen, attic, central heating, built-in wardrobes. Garage and driveway. Large front garden with shared fence, rear patio and pool. Close to shops and public transport. Available for long let. £430 per month. Contact Mrs Wilson Tel: 020 8360 7289

A: Inside: large lounge/dining room ...
Outside: garage, driveway ...

B

FOR SALE £399,986 Golders Green, London. A superb first-floor 2-bedroomed flat. Fully-furnished with a large balcony, double glazing and air conditioning. Fully-equipped kitchen and modern security system. Minutes from tube station. Full details at Primary Properties: 020 8731 6889

- b. What features are there inside/outside your house?

7

- a. Which of these items are in your house? In which room?
- refrigerator • vacuum cleaner • electric heater
 - washing machine • microwave • humidifier
 - air conditioner • hairdryer • dishwasher • cooker

refrigerator - kitchen

- b. Match the columns. Which of these have you/haven't you got in your house?

built-in	system
central	hall
fitted	glazing
double	wardrobes
entrance	kitchen
private	parking
security	heating

There are built-in wardrobes in our house.

We haven't got ...

CD1, track 3

8

- a. Complete the dialogue, then listen and check.

A: Hello!
B: Good morning, I'm calling about the house advertised for rent in Paddington.
A: Oh yes?
B: I wonder 1) if you could give me a bit more information, please.
A: Of course, 2) What would you like to know?
B: First of all, 3) could you tell me exactly where the house is situated?
A: Yes, it's on 15, Bayswater Drive.
B: And the lounge and dining room - are they separate?
A: Yes, but they're joined by a sliding glass door.
B: And do all the bedrooms have fitted wardrobes?
A: No, only the two largest bedrooms.
B: One last question. Is the garage large enough for two cars?
A: Oh, definitely.
B: It sounds perfect. 4) When do you think I could see it?
A: 5) How about 6 o'clock this evening?
B: That's fine - see you then.

- b. In pairs, take roles and act out dialogues about each of the advertisements in Ex. 6.

OWNER/ESTATE AGENT

CLIENT

greeting → greeting - ask for information
agree to give information → ask your questions (e.g. exact location - special features)
answer the questions → arrange a viewing
agree on a viewing →

- 5 a. • Elicit/Explain the meaning of the subtitle by asking questions or giving examples. (*A terraced house is a type of dwelling. A fridge and a washing machine are appliances.*)
- Explain that when we think of a type of dwelling we need to consider its style (*how it is built*); its location (*where it is situated*); its size (*how big/small it is*); its cost (*how much the rent is/if it is economical to maintain*); and its general description (*what it is like*).
 - Ss look up any unknown vocabulary. Then, read out the words in the table and elicit the meaning of any unknown words by giving examples.

- b. • Explain that Ss are going to listen to two people talking about their houses. Explain the task. Play the cassette and ask Ss to underline the adjectives that Ann uses. Play it again. Ss circle the adjectives that John uses.
- Play the cassette again. Ss listen and check their answers.

Answer Key (See overprinted answers)

- c. Explain the task. Ss use the prompts to describe each person's house. Then Ss describe their own houses.

Suggested Answer Key

I live in a modern flat in the city. It is centrally located and close to the shops. It is a large 3-bedroomed apartment that is comfortable, well maintained and fully furnished.

- 6 a. Ask Ss to look at the two texts and elicit where they can be found (*in a newspaper*). Read out the advertisements and explain any unknown words. Explain the task. Ss work in pairs and list the special features of each property. Check Ss' answers.

Answer Key

A *Inside:* 3 bedrooms, large lounge/dining room, fireplace, entrance hall, modern fitted kitchen, attic, central heating, built-in wardrobes

Outside: garage, driveway, large front garden with shared fence, rear patio, pool

B *Inside:* 2 bedrooms, fully-furnished, double glazing, air conditioning, fully-equipped kitchen, modern security system

Outside: large balcony, modern security system

- b. Allow Ss two minutes to prepare their answers. Then, ask various Ss to talk about their houses.

- 7 a. • Read out the list of household appliances and elicit what they are used for. Alternatively, ask Ss questions to find out if they know what they are: *Where can we clean dirty dishes? (In the dishwasher.) Where can we cook food? (In/on the cooker.) etc*
- Explain the task. Elicit names of rooms and write them on the board (*utility room, lounge, etc*). When Ss have completed the task, check their answers. (In multi-lingual classrooms, compare and contrast Ss' answers. Ask Ss to give reasons for the location of these items.)

Suggested Answer Key

vacuum cleaner – utility room; electric heater – bedroom/ lounge; washing machine – kitchen/utility room/bathroom; microwave – kitchen; humidifier – bedroom/lounge; air conditioner – lounge/bedroom; hairdryer – bathroom/ bedroom; dishwasher – kitchen; cooker – kitchen

- As an extension, Ss work in pairs and draw a bedroom. One describes what there is in his/her bedroom, the other listens and draws the items in the correct place in the room. Ss exchange sheets and check whether their partner has drawn their bedroom correctly.

- b. Allow Ss a minute to complete the task. Check Ss' answers. Then Ss make up sentences about their houses. Point out that Ss can use either structure. (*There is/isn't/are/aren't or We have/haven't got.*)

Answer Key (See overprinted answers)

- 8 a. • Ss read the dialogue quickly and say what it is about. (*A person is interested in the house advertised in Ex. 6a.*)
- Ss work in pairs and try to complete the dialogue.
 - Play the cassette. Ss listen and check their answers.
 - Choose some pairs to read out the dialogue.

Answer Key (See overprinted answers)

- b. • Explain the task. Go through the prompts and elicit useful phrases: *greeting: Hello! Hi! etc*
- Ss work in pairs and act out similar dialogues. Check Ss' performance around the class, then ask some pairs to act out their dialogues in front of the class.

Suggested Answer Key

A: Hello!

B: Good morning. I wonder if could you give me some more information about the flat in Golders Green.

A: Of course, what would you like to know?

B: First of all, could you tell me exactly where the flat is situated?

A: Yes, it's on Riverside Park Drive.

B: And does it have a separate dining room?

A: No, it doesn't. There is a combined lounge and dining room.

B: I see. Do the bedrooms have fitted wardrobes?

A: Yes, they do.

B: One last question. Does the kitchen have a dishwasher?

A: Oh definitely.

B: It sounds perfect. When do you think I could see it?

A: How about 6 o'clock this evening?

B: That's fine - see you then.

Tapescript for Exercise 5b (p. 8)

Ss can refer to p.189 of the S's book for the same tapescript.

John: How are you settling in to your new home, Ann?

Ann: Fine, thanks John. Now I've got the home I've always wanted, a traditional cottage in the country.

John: Sounds lovely. How big is it?

Ann: Oh, it's only small, but it's really cheap.

John: It sounds great.

Ann: It is. And it's very comfortable, too.

John: Does it need a lot of fixing up?

Ann: No, actually it is quite well maintained. The only problem I have is that it's rather cold. Anyway, how's your house hunting going? Have you found anywhere yet?

John: I have actually, thanks for asking. I'm moving into my nice new modern flat next month.

Ann: That's great news! Tell me all about it.

John: Well, it's part of a 3 storey building in the suburbs.

Ann: Is it far from the city?

John: No, not at all. It's really spacious, too. There's a huge living room.

Ann: It sounds expensive.

John: Well, it is a bit expensive, but it's worth it because it's very luxurious.

Ann: Oooh it sounds very nice. I suppose it comes fully furnished?

John: It certainly does. You'll have to come round and see it when I've moved in.

Ann: I'd love to.

- 9 a. • Go through the tables and explain the task.
 • Read the examples aloud and focus Ss' attention on the various structures. Explain that we use: *both, as well as, besides* and *also* to link similar ideas, whereas we use: *although, whereas, but* and *however* to link opposing ideas.
 • Ss make up sentences. Check that Ss use the linkers correctly.

Suggested Answer Key

*House A has got a pool whereas house B hasn't got one.
 Both house A and house B have got a garden.
 Both house A and house B have got an attic.
 House A has got a patio although house B hasn't got one.
 House B has got a garden, but it doesn't have a fence.
 Besides having a balcony, house A has got air conditioning.
 House B hasn't got a balcony but it has got air conditioning.
 Both houses have got a security system.
 House B has got a cellar but it hasn't got a fireplace.
 House A has got a fireplace. However, it hasn't got a cellar or built-in wardrobes.
 Both houses have central heating.
 Whereas house A has a fitted kitchen, house B hasn't got one.
 House A has a pool and a garage. Also, it has a garden.
 As well as having air conditioning and a security system, house B has also got central heating.
 Although house B hasn't got a fireplace, it has got central heating.*

Writing Project

- b. Explain the task. Elicit the vocabulary Ss need to use in the writing task. Help Ss to do the task orally, then assign it as written HW.

Suggested Answer Key

- A *For Sale* London. Large detached house with garden, patio, balcony and pool. Fitted kitchen with central heating and latest security system. Fully air-conditioned with a fireplace. Private driveway and large garage. Attic suitable for conversion. Close to shops and public transport. Contact Bryson Properties: Tel. 020 8253 6149.
- B *For Rent* Large detached house with central heating, air conditioning and modern security system. All bedrooms with built-in wardrobes. Large attic. Front garden with private driveway and large garage. Available for long lease. Full details at AJ Estate Agents: Tel. 020 8942 6851.

- 10 a. Elicit what household chores are by giving examples. (*Washing the dishes is a household chore.*) Ss work in pairs and complete the exercise. Check Ss' answers. Elicit adverbs of frequency (*sometimes, often, always, etc*) and write them on the board. Ss make up sentences using the phrases.

Answer Key (See overprinted answers)

(Ss' own answers)

*I always make my bed before I leave home for work.
 I hate dusting the furniture. etc*

- b. • Explain the task. Ss work in pairs and complete the exercise. Check Ss' answers. Then, Ss make up sentences.

Suggested Answer Key

*do the ironing; do the washing up; do the dusting;
 do the vacuuming; do the cleaning*

*Dad never does the washing up.
 On Mondays it's my turn to do the dusting.
 My sister usually does the vacuuming.
 My mum does most of the cleaning.*

- As an extension, choose a leader. He/She mimes one activity from Ex.10. Ss, with books closed, try to guess what the activity is. The one who guesses correctly becomes the new leader and the game continues.

- 11 a. • Go through the table and present any new vocabulary by giving examples, miming, etc. Alternatively, Ss can look up the unknown words in their dictionaries.
 • Explain that Ss are going to listen to a person talking about how the colours of a room can make us feel.
 • Play the cassette. Ss do the exercise. Check Ss' answers.

Answer Key (See overprinted answers)

- b. Explain the task. Play the cassette again. Ss then do the exercise.

Suggested Answer Key

*I would paint a child's bedroom green because it makes people feel relaxed.
 I would paint a play area red because it makes people feel active.
 I would paint a living room yellow because it makes people feel happy.
 I would paint a classroom blue because it makes people feel confident.*

- 12 • Read out the list of nouns. Check that Ss know these words by asking them to point to the relevant objects in the picture.
 • Quickly revise prepositions of place. Position yourself somewhere in the classroom and ask: *Where am I?* (*I'm next to George. Tim is behind George. Bill is in front of George.*) etc. Ss can work in pairs and ask and answer questions about the position of various Ss in the class. Check Ss' performance.
 • Ss make up sentences about the picture.

Suggested Answer Key

*There is a lamp next to the sofa.
 There is a window behind the sofa.
 The glass coffee table is opposite the fireplace.
 There are some cushions on the sofa.
 There is a painting between the fireplace and the window.
 There is a plant above the fireplace.
 There is a candlestick in the middle of the glass coffee table*

- As an extension, Ss work in pairs. One S draws a living room and then they take turns to instruct each other where to put the furniture (*sofa, armchair, coffee table, lamp, cushions, etc*).
 e.g. SA: Draw a coffee table in the middle of the room.
 SB: Now, you draw an armchair next to the coffee table. etc

Tapescript for Exercise 11a (p. 9)

Ss can refer to p.189 of the S's book for the same tapescript.

What colours are the rooms in your house painted? Would it surprise you to learn that the colours around you can affect how you feel? Well, it's true, colour can drastically affect your mood. So it makes sense to surround yourself with colours that you like and ones that will put you into a positive frame of mind.

- 9 a. Use the prompts and the linkers to make up sentences for each house, as in the examples.

- both • as well as
- also • besides
- whereas • but
- although • however



	A	B		A	B
• driveway	✓	✓	• balcony	✓	✗
• chimney	✓	✗	• air conditioning	✓	✓
• garage	✓	✓	• security system	✓	✓
• pool	✓	✗	• cellar	✗	✓
• garden	✓	✓	• fireplace	✓	✗
• attic	✓	✓	• built-in wardrobes	✗	✓
• patio	✓	✗	• central heating	✓	✓
• fence	✗	✗	• fitted kitchen	✓	✗

Both house A and B have got a driveway.

House A has got a chimney, but house B hasn't got one.

House A has got a driveway as well as a garage.

Besides having a garage, house A has got a driveway.

Writing Project

- b. Look at the pictures A and B and write an advertisement for each house. Say if it is for rent/sale, what kind of house it is, how much it costs, what special features it has got and give a telephone number for contact. Use the advertisements in Ex. 6a as models to help you.

Household Chores

- 10 a. Match the verbs to the nouns.

wash	the beds
dust	the carpets
make	the clothes
iron	the dishes
vacuum	the windows
clean	the floors
mop	the lawn
mow	the furniture

Which of these household chores do you do? How often? Which do you like/not mind/hate doing?

I sometimes wash the dishes in the evenings.

- b. Which of these verbs can be changed to **do + ing** form of the verb? Make up sentences about your family using these phrases.

*Mum always **does the ironing** on Saturday.*

Colours & Rooms

CD 1, track 4

- 11 a. Listen and circle the words that are mentioned in connection with each colour.

red

competitive, romantic, active, excited

orange

conservative, talkative, adventurous

yellow

shy, reliable, cheerful, generous, impatient, creative

blue

calm, confident, stressed, relaxed, peaceful

green

relaxed, peaceful, refreshed, depressed

white

cheerful, isolated, withdrawn

- b. Listen again. What colour would you paint these rooms? Why?

- a dining room • a child's bedroom
- a play area • a living room • a classroom

I would paint a dining room orange because it stimulates the appetite.

- 12 Use the prepositions and the words in the list to describe the living room.

- in front of • next to • behind • opposite • on
- between • above • in the middle of
- fireplace • candlesticks • carpet • paintings • sofa
- armchair • cushions • plant • glass coffee table
- window • lamp



There is a glass coffee table in front of the sofa.

Present tenses

Grammar Reference

13 Identify the tenses in bold, then match them to their use.

- 1 The Earth **revolves** round the Sun. b
- 2 The train **leaves** at 5:30. g
- 3 John **is looking for** a new house. d
- 4 She can't play. She **has broken** her leg. e
- 5 He **is always biting** his nails. c
- 6 I **have been trying** to call you for an hour. a
- 7 He **is flying** to Madrid tomorrow. f
- 8 It's **getting** colder and colder. h

- a action which started in the past and continues up to the present with emphasis on duration
- b law of nature
- c expressing irritation
- d action happening around the time of speaking
- e result/consequence of a past activity in the present
- f fixed arrangement in the future
- g timetable
- h gradual development

State verbs

We do not normally use **believe, forget, hate, know, like, love, need, prefer, realise, remember, suppose, understand, want, appear** in continuous tenses.

I believe you. NOT I'm believing you.

The verbs **think, taste, see, look, smell, feel** and **have** can have continuous tenses, but there is a difference in meaning.

I think he is desperate. (= I believe) BUT I'm thinking about moving house. (= I'm considering)

14 Put the verbs in brackets into the correct present tense, then identify their use.

- 1 She **is moving** (move) house next week.
- 2 Carl and Mary are looking for a new house. The landlord **has evicted** (evict) them from their flat.
- 3 **Have you been waiting** (you/wait) a long time?
- 4 They **are converting** (convert) the old mill into a beautiful new home at the moment.
- 5 Water **freezes** (freeze) at 0° C.
- 6 Her flight **arrives** (arrive) tonight at 7pm.
- 7 **Are you signing** (you/sign) the contract for the house next week?
- 8 The Earth **is becoming** (become) warmer and warmer.
- 9 The bus **comes** (come) every ten minutes.
- 10 Jack and Maggie **are still searching** (still/search) for the perfect house.
- 11 Bob can't move house now because he **has signed** (sign) a two-year contract.

15 Fill in the correct tense of the verb in brackets.

- 1 A: **Is Jane still thinking** (Jane/still/think) of renting that house?
B: Yes, why?
A: Well, some people **think** (think) that it is haunted.
- 2 A: Mark **is tasting** (taste) the curry to see if we need to add any more spices.
B: I don't think we do. It **tastes** (taste) delicious as it is.
- 3 A: Why **are you smelling** (you/smell) the milk? I only bought it this morning!
B: Well, it **smells** (smell) off to me!

16 a. Talk about British homes, using adverbs of frequency, as in the example.

British Homes

100%	always	running water
75%	usually	a garden or yard
50%	often	a garage
25%	sometimes	a cellar or basement
10%	rarely	a swimming pool
0%	never	a storm cellar

British homes always have running water.

There is always running water in British homes.

You can always find running water in British homes.

b. In pairs draw a similar chart about homes in your country, then present it in class.

17 In pairs, talk about:

- what you do/don't do in your free time
- what you are doing this weekend
- what you have done so far today

18 How much have you changed since you were five years old? Make up sentences, as in the example.

I've grown my hair long.

19 In pairs, act out dialogues, as in the example.

- sleep outdoors • visit a castle • be in a tree house
- stay at a campsite • redecorate your own bedroom
- stay in a house with its own swimming pool
- have a power cut at your home • move house

A: *Have you ever slept outdoors?*

B: *No, I haven't. Have you ever visited a castle?*

A: *Yes, I have.*

B: *Really? When was that?*

A: *Two years ago. Have you ever ...? etc*

- 13 Explain the task, then do item 1 with Ss. Ss work in pairs and do the exercise. Check Ss' answers. As an extension, Ss make up sentences for each use. Refer Ss to the Grammar Reference Section for more detail.

Answer Key (See overprinted answers)

- | | |
|----------------------|------------------------------|
| 1 present simple | 5 present continuous |
| 2 present simple | 6 present perfect continuous |
| 3 present continuous | 7 present continuous |
| 4 present perfect | 8 present continuous |

- 14 • Read out the theory box. Ask Ss to make up sentences using the verbs in bold. Refer Ss to the Grammar Reference Section for more detail.
• Allow Ss two minutes to complete the exercise. Check Ss' answers on the board. Ss justify their answers.

Answer Key (See overprinted answers)

- 1 fixed arrangement in the future
- 2 result/consequence of a past activity in the present
- 3 action which started in the past and continues up to the present with emphasis on duration
- 4 action happening around the time of speaking
- 5 law of nature
- 6 timetable
- 7 fixed arrangement in the future
- 8 gradual development
- 9 timetable
- 10 action happening around the time of speaking
- 11 result/consequence of a past activity in the present

- 15 Check Ss' answers on the board while they read them out.

Answer Key (See overprinted answers)

- 16 a. • Quickly revise the adverbs of frequency. Elicit the adverbs from Ss (*always, sometimes, never, etc.*). Write: – *He is late for work. He works late.* – on the board.
Ask Ss to put **always** in the correct place in these sentences. Elicit from Ss that adverbs of frequency go before a main verb (*He always works late.*) but after auxiliary/modal verbs (*He is always late for work.*).
• Go through the diagram with Ss. Read out the examples. Point out that Ss can use any of the three structures (*have, there is, you can find*) to make up sentences. Ss then complete the task.

Suggested Answer Key

*British homes usually have a garden or a yard.
There is often a garage in British homes.
You can sometimes find a cellar or a basement in British homes.
British homes rarely have a swimming pool.
There is never a storm cellar in British homes.*

- b. Explain the task and set it for homework. Ask individual Ss to present their tables to the class. Alternatively, draw a similar table on the board. Elicit ideas from Ss about what a typical home in your country has/hasn't got and complete the table. Ss copy the table into their notebooks, then talk about it.

- 17 • Elicit different free-time activities from Ss (*read a book, watch TV, gardening, ride a bike, meet friends, surf the net, go to the cinema, play games/sports, etc.*) and write them on the board.
• Explain the task. Role play with a S. Then, Ss work in pairs and ask and answer questions. Check Ss' answers. Ask some pairs to act out their dialogues in front of the class.

Suggested Answer Key

- A: What do you usually do in your free time?
B: Well, I usually go to the cinema. Sometimes, I surf the net. What about you?
A: I don't like the cinema so I usually watch TV or play board games.
B: What are you doing this weekend?
A: I'm visiting my aunt. She lives in the countryside. How about you?
B: I'm going to a party.
A: That's nice. What have you done so far today?
B: Well, I've made my bed, I've had breakfast and I've played football. What about you?
A: I've fixed my bike and I've taken my little sister to her friend's house.

- 18 Explain the task. Elicit from Ss what these changes can be: height, weight, appearance, etc. Allow Ss two minutes to think of sentences, then ask individual Ss to read out their sentences.

Suggested Answer Key

- I'm a lot taller.
I've put on weight.
I've dyed my hair. etc*

- 19 Read out the list of prompts. Choose two Ss and model the dialogue. Ss work in pairs and act out similar dialogues. Check Ss' answers, then choose some pairs to act out their dialogues in front of the class.

Suggested Answer Key

- A: ... been in a tree house?
B: No, I haven't. Have you ever stayed at a campsite?
A: No, I haven't. Have you ever redecorated your own bedroom?
B: Yes, I have.
A: Really? When was that?
B: Last summer. Have you ever stayed in a house with its own swimming pool?
A: No, I haven't. Have you ever had a power cut at your home?
B: Yes, I have.
A: Really? When was that?
B: A week ago. Have you ever moved house?
A: Yes, I have.
B: Really? When was that?
A: Two years ago.

- 20 • Explain the task. Read out the prompts, then choose two Ss to read out the example.
- Go through the prompts and check for any unknown words. Ss work in pairs and act out dialogues. Check Ss' performance, then choose some pairs to act out their dialogues in front of the class.

Answer Key

- 2 A: You look tired. What have you been doing?
B: I've been doing my homework.
A: What have you done?
B: Well, I've finished my Maths and written a composition, but I haven't studied for the test yet.
- 3 A: You look excited. What have you been doing?
B: I've been organising a party.
A: What have you done?
B: Well, I've sent out the invitations and booked the caterers, but I haven't booked the band yet.
- 21 • Elicit from Ss how we use these time adverbs. Ask questions: Which time adverbs do we use with the present perfect? (yet, already, for, since); What sentence structure do we use with **yet**? (We use **yet** in the negative and interrogative of the present perfect. e.g. I haven't cooked yet. Have you cooked yet?); What sentence structure do we use with **already**? (We use **already** in the affirmative of the present perfect. e.g. I have already cooked.) etc
- Alternatively, give prompts and ask Ss to make up sentences using the listed time adverbs.
- Suggested prompts:** Mary/go fishing; Ann/send out invitations; Tony/buy a car, etc
- When you are sure that Ss have understood the use and sentence structure, ask them to make up sentences about themselves.

Suggested Answer Key

I haven't done the shopping yet.
I am still working on my science project.
I have already read this morning's paper.
I haven't seen my cousin John for 3 years.
I haven't seen my friend Mary since March.
I am doing my homework at the moment.
I wake up early every day.
I am sitting at my desk now.
I am seeing Jeff next Saturday.

- 22 • Write: I have cleaned the house. I have been cleaning the house since 10 o'clock. – on the board. Ask: Which sentence gives emphasis to the duration of the action? (2) Which sentence is about a finished action? (1)
- Do item 1 with Ss, then go through the rest of the items and check for any unknown words.
 - Allow Ss two minutes to do the exercise. Check Ss' answers while Ss read out their sentences. Alternatively, complete the task orally in class, then assign it as written HW.

Answer Key

- 2 He has been sitting in the sun all morning.
3 I have been watching TV for hours.
4 He has studied hard.
5 He has been on a diet.
6 She has bought a new house.

- 23 Explain the task. Ss work in pairs and do the exercise. Allow them two minutes to complete the task then check their answers. Ask Ss to justify their answers.

Answer Key (See overprinted answers)

- fixed future arrangement thus present continuous
 - timetable thus present simple
 - action which started in the past and continues up to the present with emphasis on duration thus present perfect continuous
 - result/consequence of a past activity in the present thus present perfect
 - action which started in the past and continues up to the present with emphasis on duration thus present perfect continuous
- 24 a. • Explain that this exercise works with Appendix 1 at the back of the book. Present the table in the Appendix and go through letters A & B with Ss.
- Ss work in pairs and do the exercise. Check Ss' answers. Then, Ss try to explain the phrases by giving examples, synonyms, etc. Ss should memorise these phrases.

Answer Key (See overprinted answers)

Appendix 1 (p. 11)

Ss can refer to p.182 of the S's book for the same appendix.

A

• absent from (adj) • abstain from (v) • according to (prep) • account for (v)
• accuse sb of (v) • accustomed to (adj) • acquainted with (adj)
• advantage of (n) • advice on (n) • afraid of (adj) • agree with sb on sth (v)
• aim at (v) • allergic to (adj) • amazed at/by (adj) • amount to (v)
• amused at/with/by (adj) • angry at what sb does (adj)
• angry with sb about sth (adj) • angry with sb for doing sth (adj)
• annoyed with sb about sth (adj) • (in) answer to (n) • anxious about sth (adj)
• apologise to sb for sth (v) • appeal to/against (v) • apply (to sb) for sth (v)
• approve of (v) • argue with sb about sth (v) • arrest sb for sth (v)
• arrive at (a small place) (v) • arrive in (a town) (v) • ashamed of (adj)
• ask for (v) (but: ask sb a question) • astonished at/by (adj) • attend to (v)
• (un)aware of (adj)

B

• bad at (adj) (but: He was very bad to me.) • base on (v) • beg for (v)
• begin with (v) • believe in (v) • belong to (v) • benefit from (v) • bet on (v)
• beware of (v) • (put the) blame on sb (n) • blame sb for sth (v)
• blame sth on sb (v) • boast about/of (v) • bored with/of (adj)
• borrow sth from sb (v) • brilliant at (adj) • busy with (adj)

- b. Explain the task. Ss do the activity. Help them where necessary. If Ss have difficulty doing the task you can read out the suggested answer key below.

Suggested Answer Key

His boss could not get **accustomed** to John being away. He was very angry and called John every day to ask him when he was coming back. When John finally came back to work, he **accused** him of pretending to be ill and he fired him. John tried to get his boss to **agree** on a compromise, but it was no use. John **apologized** to his boss for his long absence, but he wouldn't even listen to him.

After that, John **applied** to many other companies for a job as an office manager. Unfortunately, most companies don't **approve** of people who have been fired, so it was very difficult. John even called his boss to **beg** him for his job back, but he was not successful. Luckily, his wife did not stop believing in him. She encouraged him to keep trying.

One day, John was busy with his job applications when the telephone rang. He was offered a fantastic job as an office manager at a large international company. His wife had been right all along.

20 Use the prompts to act out dialogues, as in the example.

1 exhausted – work/garden

- plant/flowers (✓)
- prune/bushes (✓)
- water/lawn (X)

A: You look exhausted. What have you been doing?

B: I've been working in the garden.

A: What have you done?

B: Well, I've planted some flowers and pruned the bushes, but I haven't watered the lawn yet.

2 tired – do/homework

- finish/Maths (✓)
- write/composition (✓)
- study/test (X)

3 excited – organise/party

- send out/invitations (✓)
- book/caterers (✓)
- book/band (X)

21 Make up sentences about yourself, using present tenses and the time adverbs in the list.

- yet • still • already • for
- since • at the moment
- every day • now
- next Saturday

I haven't done my homework yet.

22 Use the prompts to write sentences, as in the example. Use present perfect or present perfect continuous.

- Ann can't get into the house. (lose/her key)
Ann can't get into the house. She has lost her key.
- Tom's sunburnt. (sit/in the sun/all morning)
- My eyes hurt. (watch TV/hours)
- John passed his Maths exam. (study/hard)
- Nick has lost a lot of weight. (be on a diet)
- Amy looks so happy! (buy/new house)

23 Circle the correct tense.

- I'm afraid I can't make it tonight. I the estate agent at 7 o'clock.
A see (B) am seeing C have seen D have been seeing
- The film at 7:30.
A has been starting B has started C is starting (D) starts
- He to find a cleaning woman for a month now.
(A) has been trying B tries C is trying D has tried
- Look! You coffee all over my desk!
A have been spilling C were spilling
(B) have spilt D spill
- He the property section of the newspaper every day, but he still hasn't found anything.
(A) has been reading B is reading C have read D read

Prepositions

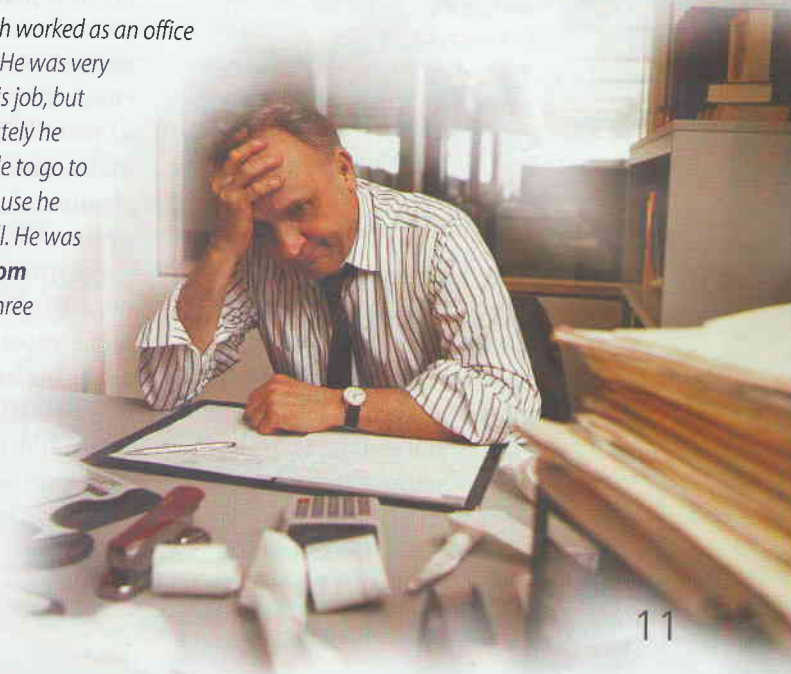
Appendix 1

24 a. Fill in the correct preposition, then explain the phrases.

- Ann has been **absent from** work for two weeks.
- It has taken Mark a long time to become **accustomed to** the Australian climate.
- They **accused him of** stealing the car.
- We need to **agree on** a time to meet.
- He **apologised to** Mary **for** being late last night.
- Emma has **applied to** Leeds University **for** a place on the History course.
- Some people don't **approve of** the council's plan to build a new shopping centre in town.
- The old man was **begging for** food.
- Do you **believe in** magic?
- Rob has been **busy with** the redecorating all week.

b. Chain Story. Read the beginning of the story, then, one after the other, continue the story using the phrases in bold from Ex. 24a.

John Smith worked as an office manager. He was very good at his job, but unfortunately he wasn't able to go to work because he was very ill. He was **absent from work for three weeks.**



- 25** Fill in the correct prepositions. Then choose any five phrases and make up sentences using them.

1 **out** of the ordinary; 2 **from** scratch; 3 **in** the countryside; 4 to expect sth **from** sb; 5 **in** the winter; 6 to appeal **to** sb; 7 to live **in** a tree top; 8 to become short **of** space; 9 an extension **to** his home; 10 to convince people **of** sth; 11 the benefits **of** sth; 12 suitable **for** sb; 13 to suffer **from** hay fever; 14 fear **of** heights

Phrasal Verbs Appendix 2

- 26** a. Replace the words in bold with the appropriate phrasal verb formed with **break** or **bring**.

- 1 My computer has **stopped working**. (= **broken down**)
- 2 My favourite band have just **released** their new album. (= **brought out**)
- 3 Schools **finish** for the summer holidays tomorrow. (= **break up**)
- 4 She was **raised** by her grandma. (= **brought up**)
- 5 The burglars **entered by force** and stole all our valuables. (= **broke in**)
- 6 A fire **began suddenly** on the second floor of the building. (= **broke out**)
- 7 Visiting my old neighbourhood always **makes me recall** memories of family holidays. (= **brings back**)
- 8 The two countries **ended** diplomatic relations with each other two years ago. (= **broke off**)

Competition Game

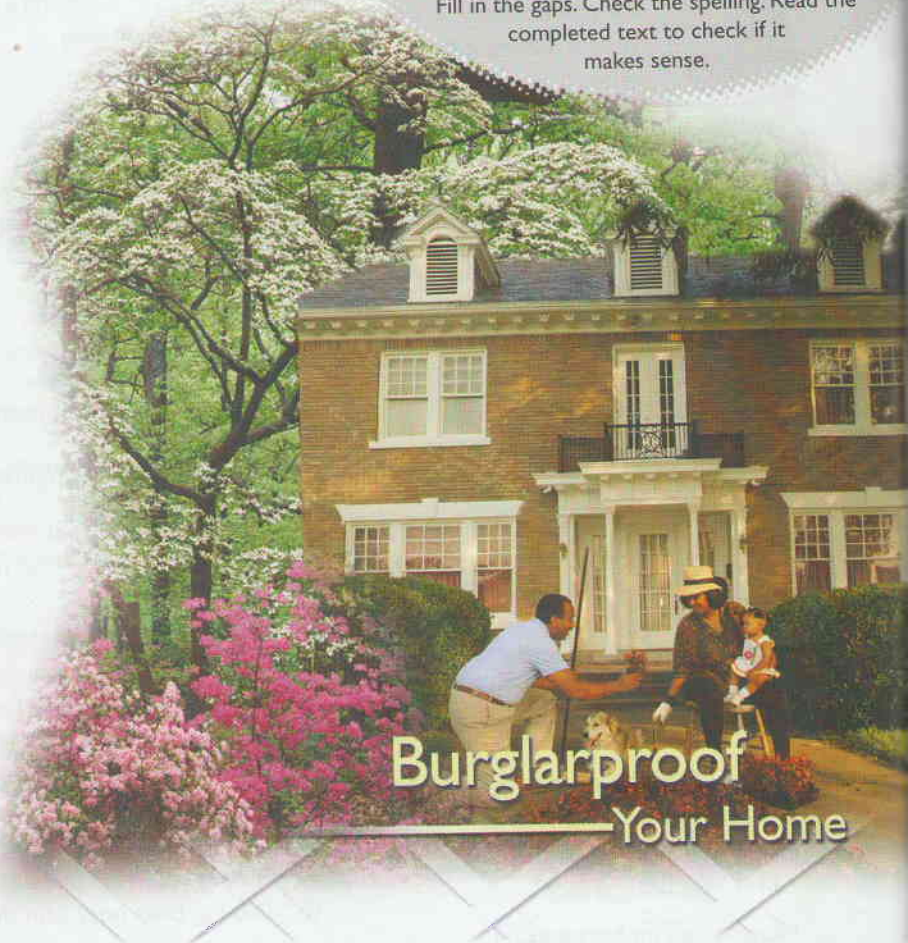
- b. Choose one of the phrasal verbs in Ex. 26a and draw a picture about it. In teams, show your picture to the class. The team which guesses the phrasal verb first gets one point. Continue the game until all of you have shown your pictures. The team with the most points is the winner.

Word Formation

- 27** Fill in the correct word derived from the word in bold.

Tip

Read the title of the text to get an idea what the text is about. Read the text once quickly. For each gap decide what the missing word is (e.g. noun, verb, adverb, etc.) You may need to write the word in the plural or with a negative meaning. Think of possible prefixes and suffixes. Fill in the gaps. Check the spelling. Read the completed text to check if it makes sense.



Can you imagine anything worse than returning home to find that burglars have broken into your house? 0) **Unfortunately**, this happens to about 1 million people in Britain 1) **annually**. However, if you want better 2) **protection** against burglars, there are several things you can do. To improve 3) **security**, check all the locks on your doors and windows. The 4) **installation** of lighting all around the house will make sure a burglar is 5) **unable** to hide in the shadows. An alarm system is another good 6) **preventative** measure you can take.

Starting a 7) **neighbourhood** watch group is also a very 8) **effective** way to prevent crime in your area. Since most 9) **burglaries** take place when people are away on holiday, this is when your neighbours' help is most 10) **valuable**. Ask them to collect your mail, open and close your curtains every day, switch your lights on and off and even mow your lawn to make your house look occupied.

FORTUNE
ANNUAL
PROTECT
SECURE

INSTALL
ABLE

PREVENT
NEIGHBOUR
EFFECT
BURGLAR

VALUE

- 25 • Explain that the phrases in this exercise are taken from the article on pp.6-7. Do item 1 with Ss, then Ss work in pairs and complete the exercise. Check Ss' answers. Ss choose five expressions and make up sentences.
- Alternatively, assign the exercise as written HW. Ss prepare their sentences for the next lesson. Check Ss' answers.

Answer Key (See overprinted answers)

(Ss' own answers)

- 26 a. • Explain that this exercise works with Appendix 2 at the back of the book.
- Ask Ss to think of any phrasal verbs formed with **break** or **bring**. Write them on the board. Elicit their meanings by asking Ss to give examples.
- Do item 1 with Ss, then Ss work in pairs and complete the exercise. Check Ss' answers. Ss should then memorise these phrasal verbs.

Answer Key (See overprinted answers)

Appendix 2 (p. 12)

Ss can refer to p.185 of the S's book for the same appendix.

Break

break down = 1) (int) (of machinery) stop working; 2) (int) (of a person) lose control of feelings; 3) (int) (of talks/negotiations etc) fail; 4) (tr) separate under headings

break in = (int) enter by force or illegally

break into = 1) (tr) enter by force; 2) (tr) interrupt

break off = (tr) end a relationship/agreement

break out = (int) (of war, etc) begin suddenly

break through = (int) advance (in spite of opposition)

break to = (tr) tell (usu bad news) to sb in a kind way

break up = 1) (int) (of schools, etc); stop for holidays 2) (int) end a relationship

Bring

bring about = (tr) cause to happen

bring back = (tr) cause to recall

bring down = (tr) cause to fall

bring forward = (tr) move sth to an earlier date or time

bring in = (tr) create profit/money

bring on = (tr) cause, usu sth unpleasant

bring out = (tr) put on the market

bring round = 1) (tr) cause to regain consciousness; 2) (tr) persuade, **bring over (to)**

bring up = 1) (tr) raise a child; 2) (tr) mention/introduce a subject

TeamA S1: The computer has broken up.

T: No, it hasn't.

TeamB S1: The computer has broken down.

T: Correct. One point for team B.

- 27 • **Pre-Reading:** Ask Ss to look at the title of the article and the picture. Ask Ss to say how this house could be broken into (*through the window, climbing onto the balcony and getting in through the door, etc*). Ask Ss: *What can we do to protect our houses from burglars? (put locks on the doors/windows, have an alarm system installed, etc)* Ask Ss to skim the text quickly and say what the article is about.
- Explain that the words in bold are the stem from which the missing words are derived.
- Read the text aloud up to the example. Elicit that unfortunately is an adverb. Continue with item 1. Elicit what the missing word is by asking questions: *Is it a verb? (No, the sentence has got a verb - 'happens'.); Is it an adjective? (No, there is no noun after it.); Is it an adverb? (Yes, it is.); How do we normally form adverbs? (By adding -ly to the adjective.); What is the missing word, then? (annually)*

Write the answer on the board. Repeat the same process for the rest of the items in the exercise.

- When Ss have completed the exercise, choose individual Ss to read out the text.

Answer Key (See overprinted answers)

- **Post Reading:** Ss work in pairs and design a leaflet on how to burglarproof your home. Ss can add pictures and helpful advice.
- As an extension, ask Ss to make a table in their notebooks with 5 columns. Write these headings on the board: **verb**, **noun(person)**, **noun(abstract)**, **adjective**, **adverb**. Ss copy them into their notebooks.
- Start filling in the table with the words in bold from Ex. 27. Then, ask Ss to think of derivatives to complete the table. Ss copy the table into their notebooks. Ask Ss to update this table each time they complete a word formation exercise.

VERB	NOUN (person)	NOUN (abstract)	ADJECTIVE	ADVERB
-	-	fortune	(un)fortunate	(un)fortunately
-	-	annual	annual	annually
protect	protector	protection	protective	protectively
secure	-	security	secure/ securable	securely
install	installer	installation	installed	-
-	-	(in)ability	(un)able	ably
prevent	-	prevention/ preventability	preventative/ (un)preventable	-
-	neighbour	neighbourhood	neighbouring	neighbourly
effect	-	effect/ effectiveness	effective	effectively
burglar	burglar	burglary	burgled	-
value	valuer	value	(in)valuable/ valued	valuably

- b. Play the game as instructed in the Student's Book.



- 28 • **Pre-Reading:** Ask Ss to look back at pp. 6-7 and list the unusual houses. Brainstorm with Ss and list other unusual houses that Ss have heard of.
- Explain that in this kind of exercise Ss are given a text in which some lines contain a mistake in the form of an extra word which needs to be removed. Read out the title and elicit what the text might be about. Ask Ss to skim the text silently to check if their guesses were correct. Present the tip.
 - Read out the first sentence. Focus Ss' attention on the word **to**. Ask Ss to explain why **to** is extra and therefore wrong (*because modal verbs do not take a to-infinitive*).
 - Read out the second line of the text. Elicit that it does *not* contain a mistake. Point out that Ss need to read the article line by line, not sentence by sentence.
 - Ask Ss to read the third line and look for a mistake. Continue with the rest of the text. Ss should always justify their corrections.
 - When Ss have completed the exercise, ask individual Ss to read through the corrected text.

Answer Key (See overprinted answers)

- 1 we do not use pronouns after relative pronouns when the relative pronoun and the subject are the same
 - 3 we can say 'of many' but not 'many of' without a pronoun
 - 5 we do not use both the noun and the pronoun together
 - 6 we do not put a preposition between the verb and the object
 - 7 'in size' is a set phrase and does not need the definite article
 - 9 we can't use 'even' with 'if' in this structure
 - 11 we do not need 'so' before the adjective because the quality is not being emphasized it is simply being stated
 - 12 we can't use to-infinitive before a past participle
 - 14 we only use the conjunction 'that' with 'so' when we are introducing the reason for something – here the text is simply referring to the next event
- **Post Reading:** Ask Ss to design their ideal house. Encourage Ss to use their imaginations and add features that reflect their personalities. The designs can be put up in the classroom.
 - As an extension, ask Ss: *What type of writing is it? (an article); Where could it be found? (a newspaper or magazine)*

- 29 • Present the tip and read item 1. Point out that the second sentence should have the same meaning as the first one. Also point out that Ss should use the word in bold without changing it and complete the gap with two to five words.
- Do item 1 with Ss. Elicit the grammar structure tested. Then Ss work in pairs and complete the exercise. Check Ss' answers.

Answer Key (See overprinted answers)

- 1 superlative and present perfect with 'ever'
- 2 present perfect with 'for'
- 3 present perfect continuous
- 4 passive voice and phrasal verb
- 5 phrasal verb

- 30 • Explain the task. Do item 1 with Ss. Then Ss complete the exercise, using their dictionaries if necessary. Check Ss' answers.

Answer Key (See overprinted answers)

- As an extension, ask Ss to think of similar idioms using colours in their mother tongue. Then, explain these idioms in English.

- 31 Explain the task. Do item 1 with Ss, then Ss complete the exercise. Check Ss' answers.

Answer Key (See overprinted answers)

- 1 on the move, usually outdoors
- 2 resolve their differences
- 3 disappear completely
- 4 insistent
- 5 to not go along with sth
- 6 make a deal without compromising

Tapescript for Exercise 11a (p. 9) Cont.

Ss can refer to p.189 of the S's book for the same tapescript.

Red, for example, is a strong colour, so too much of it in a room can be overwhelming. But, in small amounts, red is energising and can make us feel active and excited. Red is best used outside or in a room where we spend a short amount of time each day.

Orange can make us feel enthusiastic and talkative. Extroverts usually prefer this colour because it makes them feel adventurous. Orange stimulates our appetites too, so it would be perfect for the kitchen or dining room.

Yellow is an uplifting colour and can make us feel cheerful and happy. However, it is a colour that should be used sparingly because too much can make us feel impatient.

Blue is the colour that is the most universally preferred, and blue rooms instil peacefulness so it is a good choice for studies or doctors' waiting rooms. Blue can also help us feel calm and confident, but it suppresses our appetites so it's only a good choice for the kitchen if you are on a diet.

Green is often used in hospitals because of its soothing properties. It has the power to make us feel relaxed and refreshed. Therefore, don't paint a work area green because you won't get much work done. Green is a good choice for bedrooms.

White is often used in doctors' offices because it gives us an impression of cleanliness. However, it does nothing to relax us – we just feel cautious and nervous. It can also make us feel isolated and withdrawn.

Therefore, we should think carefully about our colour schemes when the time comes to redecorate because different colours can affect how we feel in a number of ways. That said, though, we should rely on our own taste and surround ourselves with the colours we like and feel comfortable with. Use your favourite colours to create a colour scheme you know you can live with.

Error Correction

- 28 Read the text **below** and **look carefully at each line**. If the line is correct, put a tick ✓. If it has a word **that** should not **be there**, write this word **on the lines**, as in the examples.

Tip

Read the title of the text to see what the text is about. Read the text once quickly, then read it sentence by sentence. Look for mistakes with articles, auxiliary/modal verbs, prepositions, pronouns, comparative forms etc. The extra words are **wrong**, not just unnecessary. Mark your answers. Check the whole text.

An Unusual Home

Who would a basketball player have an exact copy of a pirate ship in his backyard? The basketball player is LA's star, Kobe Bryant, who he has created an adventure wonderland in his California home. There are many of tropical gardens around the house, complete with waterfalls, and the pirate ship is in one of these. The ship is not only fits in with the garden, but also gives to the home a fun-park theme.

The house is over 16,000 square feet in the size, with ten bedrooms and over twelve bathrooms. A huge guest house stands next to a theatre and a billiards room. Even if the guests need something else to look at, apart from the rest of the decor, there are so beautiful ceilings which have to been carefully hand-painted. These give Kobe's house a casual but elegant look. Kobe didn't want to buy a ready-built home, so that he had this one specially built for him – at a cost of about \$13.5 million!

- 0 to
00 ✓
1 he
2 ✓
3 of
4 ✓
5 it
6 to
7 the
8 ✓
9 even
10 ✓
11 so
12 to
13 ✓
14 that
15 ✓

Key Word Transformations

- 29 Complete the second sentence using the word in bold. You can use two to five words including the word given. Don't change the word given.

Tip

Read the whole sentence, then look at the key word. Try to work out what the question is testing (passive, indirect speech, part of speech, etc). Complete the sentences without changing the word given. Check that you have written two to five words. Also check for spelling.

- 1 I've never seen such a tiny house.
ever It's the **tiniest house I have ever** seen.
- 2 It's a long time since he last visited us.
for He **hasn't visited us for** a long time.
- 3 It's a year since he started working here.
been He **has been working here for** a year now.
- 4 His new book will be on the market next March.
out His new book **will be brought out** next March.
- 5 Two men forced their way into Sally's flat last night.
broke Two men **broke into Sally's flat** last night.

Idioms & Fixed Phrases

- 30 Fill in the correct colour(s). Then explain the expressions in bold.



- 1 Sophie goes to the cinema **once** in a **blue** moon. She doesn't like it much. (= **rarely**)
- 2 Jack fell down the stairs and he is **black and blue** all over. (= **bruised**)
- 3 Angela definitely has **green** fingers – everything in her garden grows really well. (= **good at gardening**)
- 4 He is a bit **green** – he hasn't got much experience in this kind of work. (= **inexperienced**)
- 5 They knew that if she found out the truth it would hurt her feelings so they told her a **little white** lie. (= **fib**)
- 6 She doesn't want to say anything until she has seen the facts in **black and white**. (= **clear and simple**)

- 31 Underline the correct word, then explain the phrases.

- 1 Ian is very active. He is always out and about/around.
- 2 After the argument they both did their best to clean/clear the air.
- 3 I can't find my keys anywhere – they seem to have **vanished** into thin/delicate air.
- 4 Matt is very determined to buy the cottage. He **won't** accept/take no for an answer.
- 5 They wanted to build a holiday resort here, but the owners of those beachfront cottages refused/denied to play ball.
- 6 They knew they would have to **drive** a difficult/hard bargain if they wanted to buy the house at a price they could afford.

Listening & Speaking skills

CD 1, track 5

32 You will hear

five people talking about problems they are having with their houses.

Listen and match the problems (A-F) to the speakers (1-5).

There is one extra problem which you do not need to use.

- A badly fitting window
- B central heating doesn't work
- C air conditioner doesn't work
- D leaking roof
- E not enough space
- F driveway needs repairing

- Speaker 1 ☐ D
- Speaker 2 ☐ F
- Speaker 3 ☐ A
- Speaker 4 ☐ E
- Speaker 5 ☐ C

TIP

Read the instructions to understand what the speakers have in common. Read the list A-F and underline the words you have to listen for. Listen for clues to match each speaker to the prompts. Remember the extracts may have distracting information so listen to the whole part before you decide. Listen again and check your answers.

33 Look at the pictures. Compare and contrast them. You can use the expressions below to help you.



A

Both pictures show ...
Picture A ... but picture B ...
Picture A ... In addition, ...
Picture B, on the other hand, ...
Although/While picture A ...,
picture B ...

- Which house would you like to live in? Give reasons.
- How is your house similar to/different from the ones in the pictures?
- What problems might you face in each type of house? Think about: noise, neighbours, distance from shops/facilities, space, heating, etc.

B



CD 1, track 6

34 a. You are going to hear a woman talking about home safety. Which of these words do you expect to hear and in what context? Listen and check.

- headache • falling • burning • drowning
- choking • toothache • poisoning • scalding
- cutting • electrocution • indigestion

I wouldn't expect to hear the word *headache*.

I would expect to hear the word *'falling'*.

"Falling down the stairs is a common household accident."

b. Listen again and mark the sentences as true (T) or false (F).

- 1 Marsha Ward is a writer and a parent. **T**
- 2 1,000 children in Britain have accidents at home each year. **F**
- 3 Young children have more accidents than older children. **T**
- 4 The bathroom is the most dangerous room in the house. **F**

35 Look at the pictures and, in pairs, talk about:

- the dangers children face at home
- how to make our houses safe for children

Use the prompts below to help you.



Is your house childproof?



- electrical sockets/hot stoves – safety covers
- chemicals/cleaning products/medicine – locked cupboards
- cupboards & drawers – safety catches on
- swimming pools – guard rails
- staircases – safety gates
- knives/irons – keep out of reach

Electrical sockets are very dangerous because children can be electrocuted. Safety covers should be put on.

CD 1, track 7

36 Listen to an estate agent talking to a client on the phone and complete the form, then talk about the house.

Main Requirement: big garden

Type of house: 1 detached

Price: 2 £400,000

When built: 1930s

Parking: large double 3 garage

Number of bedrooms: 4 four (4)

Number of bathrooms: 5 two (2)

Extra features: 6 (swimming) pool

- 32 • **Pre-Listening:** Explain to Ss that they are going to listen to five people talking about problems they are having with their houses. Elicit various problems people can have (*noisy neighbours, broken window, leaking roof, no central heating, not enough room, etc.*).
- Ask Ss to read the problems A to F. Explain that Ss are expected to match the speakers to the problems. Point out that there is one extra problem.
 - Explain that Ss should listen to each speaker carefully and wait until they have finished speaking before they match them to the problems because the speakers can use misleading information. Point out that they will listen to the tapescripts twice.
 - Play the cassette. Ss listen and do the exercise. Check Ss' answers.

Answer Key (See overprinted answers)

- As an extension, play the cassette again. Pause the cassette after each speaker. Ask Ss to write down the words related to each problem, then use them to make up sentences (*badly fitting window: double-glazing, feel the draught, gap, cold air comes in. My house hasn't got double-glazing. When the front door is open I can feel the draught in the lounge. In winter, cold air comes in underneath the back door.*).
- Alternatively, ask Ss to talk about other problems people can have with their houses.

- 33 • Explain the task. Elicit what types of dwelling the two pictures show (A: cottage, B: block of flats). Ask Ss to describe each picture.
- Go through the expressions listed. Explain that when Ss compare and contrast the two pictures they need to use these expressions. Elicit the points Ss need to think of in order to complete the task. Write them on the board: *type, size, location, special features, price, etc.* Elicit useful vocabulary to help Ss compare the pictures. Ss do the task, then answer the questions.

Suggested Answer Key

Both pictures show dwellings.

Picture A shows a cottage but picture B shows a block of flats.

The house in picture A is in the countryside, perhaps in a village.

Picture B, on the other hand, is in a city or large town and perhaps on a busy main road.

• I would like to live in the cottage in picture A because I like the countryside.

• My house is quite different from the ones in the pictures because it is a two-storey house on a quiet street in a small town. It is similar to picture A because it has a garden. It is also similar to picture B because it is made of brick.

• House A may have problems with the heating in winter. It may be a bit isolated and quite far from the local shops and other facilities.

House B may have problems with the noise from the street or from the neighbours. It may be difficult to park, too.

- 34 a. • Explain the situation and the task. Ss do the exercise.

Suggested Answer Key

I wouldn't expect to hear the word 'toothache' or 'indigestion'.

Burning yourself on the cooker is a common household accident.

Drowning in the swimming pool is a common household accident.

Choking on a piece of food is a common household accident.

Poisoning from drinking cleaning products is a common household accident.

Scalding yourself with hot water is a common household accident.

Cutting yourself while preparing food is a common household accident.

Electrocution caused by faulty wiring is a common household accident.

- Play the cassette. Ss check their answers.

- b. Ask Ss to read items 1-4. Play the cassette again. Ss mark the sentences as true or false.

Answer Key (See overprinted answers)

- 35 • Ask Ss to look at the visual prompts and say what accident could happen in each situation.
- Go through the written prompts and help Ss with any unknown words.
 - Allow Ss one minute to prepare their answers. Check Ss' answers.

Suggested Answer Key

– Hot stoves can be dangerous because children may burn themselves. Safety covers should be used on cookers.

– Chemicals, cleaning products and medicine are dangerous because children may swallow them and be poisoned. They should be kept in locked cupboards.

– Cupboards and drawers may contain items which are dangerous for children. Safety catches should be put on so that children cannot open them.

– Swimming pools can be dangerous because children may fall in and drown in them. Children should be supervised near them and a guard rail should be built.

– Staircases can be dangerous because children may fall down them. They should be closed off with safety gates so children cannot go upstairs alone.

– Hot irons are dangerous because children may burn themselves on them. They should be kept out of reach.

– Knives are dangerous because children can cut themselves on them. They should be kept out of reach.

- 36 • **Pre-Listening:** Ask Ss to look at the form. Elicit what it is for (details of type of house sb is looking for) and who would have such a form (estate agent). Ask Ss to read the form and ask questions the estate agent is likely to be asked. Then, elicit possible answers. (*Type of house: detached, flat, etc.*)
- Play the cassette twice. Ss listen and fill in the form. Check Ss' answers on the board.

Answer Key (See overprinted answers)

- As an extension, ask Ss to use the completed form to talk about the house or write an advertisement for it.

Tapescript for Exercise 32 (p. 14) → See p. 16(T)

Ss can refer to p.190 of the S's book for the same tapescript.

Tapescript for Exercise 34a (p. 14) → See p. 16(T)

Ss can refer to p.190 of the S's book for the same tapescript.

Tapescript for Exercise 36 (p. 14) → See p. 17(T)

Ss can refer to pp.190-191 of the S's book for the same tapescript.

- 37 • Explain the task. Go through the pictures and identify their content (*remodel kitchen, have a fireplace built, have a swimming pool built, add a second bathroom*). Write on the board some useful phrases Ss will need. (*That's a good idea; Yes, you're right; Yes, but you know ...; That's true; I'm afraid I don't agree with you ...; etc*)
- Model the example with a S. Then Ss work in pairs and act out their dialogues. Monitor Ss' performance, then ask them to swap roles. Ask some pairs to act out their dialogues in front of the class.

Suggested Answer Key

- A: I think she should add a second bathroom.
 B: Yes, she's got a family of four, so another bathroom would be really useful.
 A: Especially in the morning when everyone is trying to get ready for work and school!
 B: An extra bedroom would also be a good idea. That way, the children would have more privacy.
 A: That's true. They could study or even listen to music in peace and quiet.
 B: You know, another good idea would be to remodel the kitchen.
 A: Yes, you're right. It would make it a more pleasant workplace and also a nice place for the whole family to get together and eat.
 B: Yes, but do you know what I think everyone would really like? A swimming pool!
 A: You're joking!
 B: No, I'm not. If she put in a swimming pool, then the whole family would be able to get some exercise and enjoy the outdoors, especially in summer.
 A: You're absolutely right. The children would stay at home and bring their friends, too. Yes, a pool would be great!

- 38 a. • Read out the heading. Elicit possible places where such a dialogue may take place (*at an estate agent's, over the telephone, on the premises of a house to rent, etc*).
- Play the cassette. Ss answer the question.

Answer Key (See overprinted answer)

- b. • Ss work in pairs and do the exercise. Check Ss' answers, then ask Ss to read out from the dialogues.

Answer Key (See overprinted answers)

- Go through the prompts. Ss work in pairs and act out the dialogues. Point out that Ss can use the dialogue in Ex. 38b as a model.

Suggested Answer Key

- A: How do you like it, then?
 B: Well, it's in a nice area and there are four bedrooms, but it's a long way from the shops.
 A: That's true, but there is a bus stop nearby.
 B: And there is no central heating.
 A: Mmm, yes. But there is a log fire.
 B: I think it will suit our needs. And it's not so expensive, either.
 A: Okay, then. Let's tell the estate agent that we are definitely interested. etc

- 39 a. • Elicit what kinds of services sb could request (*plumber, electrician, locksmith, etc*). Explain the task. Play the cassette. Ss answer the question.

Answer Key (See overprinted answer)

- Check Ss' answers, then ask them to read out the dialogue.

Answer Key (See overprinted answers)

- b. • Go through the list of prompts. Elicit various problems (*air conditioning - not working, bathroom window - broken, kitchen tap - leaking etc*). Then Ss work in pairs and do the exercise. Explain that Ss can use the dialogue in Ex 39a as a model. Check Ss' answers, then ask some pairs to act out their dialogues in front of the class.

Suggested Answer Key

- A: Brown & Sons. How can I help you?
 B: Hello. My name is Ann Smith.
 A: Hello Ms Smith. What can I do for you?
 B: I've got a problem with my air conditioning.
 A: What's wrong with it?
 B: It's not working.
 A: I'll send someone to look at it right away.
 B: Thank you, that would be great.
 A: What is your address, please?
 B: 21, Market Street.

- 40 a. Elicit possible situations where we can express our sympathy (*failing an exam, losing your job, not getting a promotion, etc*). Explain the task. Play the cassette. Ss do the exercise. Check Ss' answers.

Answer Key

- 1 having a car accident 3 sb being evicted
 2 getting locked out

- b. Explain the task, then Ss do the exercise. Check Ss' answers.

Answer Key (See overprinted answers)

- c. Read out the list of phrases, then go through the situations and check Ss' understanding. Explain the task, then model a dialogue with a S. Ss work in pairs and act out their dialogues. Check Ss' performance, then ask some pairs to act out their dialogues in front of the class.

Suggested Answer Key

- A: There's a fire in the basement!
 B: How terrible!
 A: My aunt is in hospital. She fell down the stairs.
 B: You must be very worried.
 A: I didn't get the flat I wanted.
 B: That's a shame!
 A: My friend's daughter burnt her hand on the cooker.
 B: That's too bad.

- 41 Play the cassette. Ss listen and follow the lines. Play the cassette again, then Ss read out the exchanges in pairs.

- 37** Your friend, who's got a family of four, has inherited £10,000 and she is thinking of making some improvements to her house. In pairs, decide which would be the best and why.

1. I think she should add a second bathroom.
 2. Yes, she's got a big family, so another bathroom would be very useful.

Deciding on a house

- 38** a. Listen to the dialogue. Where does it take place? *In a house for rent.*

- b. Complete the dialogue, then use the prompts to act out similar dialogues.

- A: How do you 1) like it, then?
 B: Well, it's nicely decorated and the garden is lovely, but the kitchen is very 2) small.
 A: That's true. But it is 3) fully equipped.
 B: And there are only two bedrooms.
 A: Mmm, yes. But we can use the 4) attic as another bedroom.
 B: I think it will suit our needs. And it's not so expensive, either.
 A: Okay, then. Let's tell the estate agent that we are definitely 5) interested.





- nice area (+) • four-bedroomed (+) • a long way from the shops (-)
- a bus stop nearby (+) • no central heating (-) • log fire (+)
- well maintained (+) • garden (+) • no garage (-)
- park on the street (+) • no fence (-) • modern security system (+)

Requesting services

- 39** a. Listen to the dialogue. Who's worried? *Ann Smith is worried because her front door does not lock properly.* Now match the exchanges.

- | | | | |
|-----|---|---|--|
| 1 b | Brown & Sons. How can I help you? | a | Well it doesn't lock properly. |
| 2 d | Hello, Ms Smith. What can I do for you? | b | Hello. My name's Ann Smith. |
| 3 a | What's wrong with it? | c | 21, Market Street. |
| 4 e | I'll send someone to look at it right away. | d | I've got a problem with my front door. |
| 5 c | What is your address, please? | e | Thank you, that would be great. |

- b. Use the prompts to make up similar dialogues.

A		B
name of company		full name
ask for problem		describe the problem
suggest sending sb		thank
ask for address		give address

Expressing sympathy

- 40** a. Listen and say what each dialogue is about.
 b. Read the exchanges and underline the phrases that express sympathy.

- 1 A: I'm afraid that the plumber won't be able to come today. He's had a car accident.
 B: How awful! Will he be all right?
 2 A: Oh, no. I locked myself out!
 B: That's too bad.
 3 A: The Smiths are going to be evicted.
 B: I'm sorry to hear that.

- c. Use the phrases to make up dialogues expressing sympathy in the following situations.

- How terrible/awful/sad!
- That's terrible/awful/a pity/a shame/too bad!
- You must be very worried/upset.
- I'm (really) sorry about that/ to hear that

- 1 fire in the basement
 2 an aunt fell down the stairs
 3 not getting the flat you wanted
 4 a friend's daughter burnt her hand on the cooker.

Intonation

- 41** Listen, then, read out the exchanges in pairs.

- A: I have to move out!
 B: That's a shame.
- A: My flat was broken into last night.
 B: I'm sorry to hear that.
- A: I can't afford the rent.
 B: You must be very worried.
- A: My antique table is ruined.
 B: How sad!

The Charming Past

42 a. How does the title relate to the pictures?

b. In what context do you expect to find the following words in the texts?

Blarney Castle

- tourist attraction • in ruins • battlements
- well-kept grounds • interesting historical site

Dunnotar Castle

- cliffs • exciting past • the Scottish Crown Jewels
- the strongest fortresses • lodgings • stables
- storehouses • popular with birdwatchers

*Blarney Castle is a famous **tourist attraction**.*

43 a. Think of three questions you would like to ask about each castle. Read the texts and see if you can answer them.

b. Read the texts again and answer the questions. Write **A** (for Blarney Castle) or **B** (for Dunnotar Castle).

Which of the castles ...

- 1 was used to hide sth precious? B
- 2 has a special stone? A
- 3 is associated with a famous film star? B
- 4 has something that nobody really understands? A
- 5 stands on a cliff? B

c. Explain the words in bold. Which words are similar to words in your language? Where could you read such pieces of writing?

d. Find the synonyms.

Text A

- payment (l. 9)
- endure (l. 13)
- merit (l. 24)

Text B

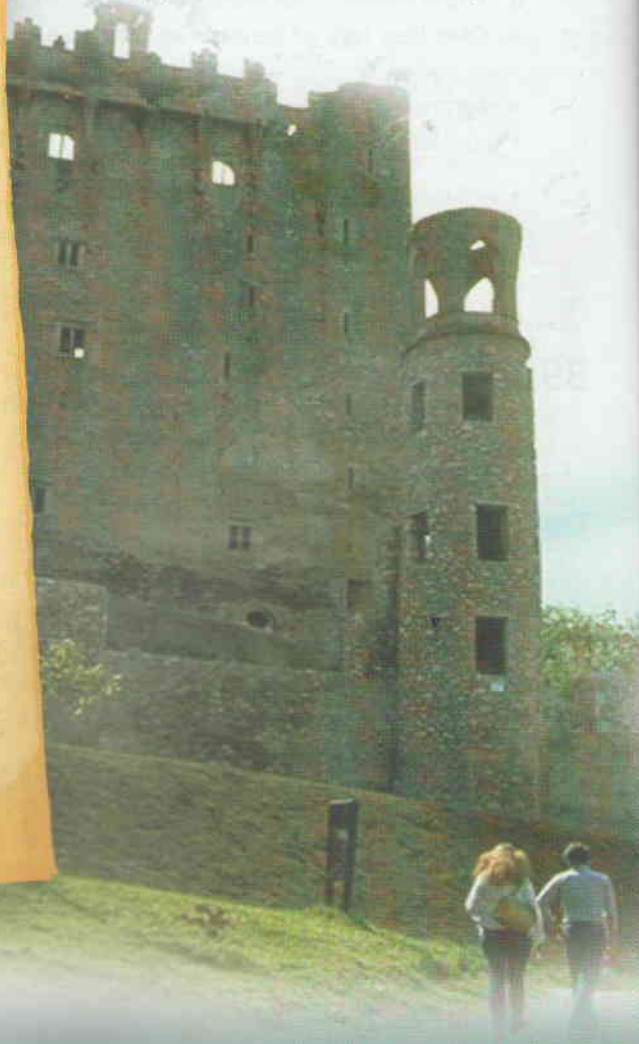
- situated (l. 3)
- deserted (l. 11)
- modern (l. 15)

A BLARNEY CASTLE

Eight kilometres north of the city of Cork you will find Blarney Castle, home of the famous Blarney Stone. This stone is traditionally believed to give whoever kisses it the gift of **eloquent** speech. **Built** 5 in 1446 by Dermot McCarthy, King of Munster, Blarney Castle has a **rich history**. It is believed that a past king of Munster sent 4,000 men to help Robert the Bruce win the Battle of Bannockburn in 1314. His **reward** was said to be half of the Stone of Scone, 10 which was **renamed** the Blarney Stone.

Blarney Castle today is a very popular tourist attraction although most of it is in ruins. Many **features** remain, though, like the tower and the narrow **spiral** staircases. Visitors who wish to kiss 15 the stone must climb up a very narrow **winding** staircase to the top of the battlements, then lie on their back and lean slightly over the edge of the tower to reach the stone. Visitors can also enjoy a walk through the beautiful, **well-kept grounds**, 20 where they will find the Rock Close. This is a mysterious place with ancient stones and trees that were used by the **druids**.

Blarney Castle is a very interesting historical site and definitely well worth a visit. It is one place you 25 must not miss if you get the chance to go to Southern Ireland.



- 42 a. Read out the title. Ss answer the question.

Suggested Answer Key

The title relates to the pictures because they show castles that were built in the past. These castles are charming, interesting and attractive.

- b. Read out the list of words and explain any unknown vocabulary. Alternatively, Ss can look the words up in their dictionaries. Ss express their opinions.

Suggested Answer Key

Most of the castle is in ruins.

The view from the top of the battlements is amazing.

Visitors can enjoy a walk through the beautiful, well-kept grounds.

Blarney Castle is a very interesting, historical site.

There are steep cliffs on three sides.

Dunnottar has a long and exciting past.

The Scottish Crown Jewels were kept in the castle.

Dunnottar was one of the strongest fortresses in the UK.

There are lodgings for guests in the castle.

He took the horse to the stables.

The storehouses were full of vegetables and other food.

The area is popular with birdwatchers because of the many beautiful birds found there.

- 43 a. • Help Ss think of questions they would like to ask in terms of: *date built; material; reason built; location*, etc. Ss write down their questions.
• Allow Ss three minutes to silently read the texts and see if they can answer their questions.

(Ss' own answers)

- b. • Explain the task. Allow Ss three to four minutes to silently read the texts. Do item 1 with Ss, then allow Ss three minutes to complete the task. Check Ss' answers. Ss should justify their answers.

Answer Key (See overprinted answers)

- 1 *The Scottish Crown Jewels were hidden at Dunnottar Castle in the 17th century. (l. 8-9)*
 - 2 *Home of the famous Blarney Stone. (l. 2-3)*
 - 3 *Used as one of the locations for the film 'Hamlet' starring Mel Gibson. (l. 16)*
 - 4 *This is a mysterious place with ancient stones and trees that were used by the druids. The **Druids** were the priestly, learned class among the Celts, a people of ancient Europe. The **Druids** were judges and lawmakers as well as priests. They served as leaders and advisors to their people. (l. 20-22)*
 - 5 *With sheer cliffs on three sides. (l. 3-4)*
- c. Ss explain the words in bold by giving examples or looking the words up in their dictionaries. Ask Ss where they could read these texts (*travel brochure, newspaper, magazine, etc*), then ask them what the writer's purpose was (*to recommend these places to a visitor*).
- (Ss' own answers)
- d. Allow Ss three minutes to find synonyms for the words in the text.

Answer Key

payment: reward

endure: remain

merit: worth

situated: located

deserted: abandoned

modern: recent

Tapescript for Exercise 32 (p. 14)

Ss can refer to p.190 of the S's book for the same tapescript.

Speaker 1

Hello... is that Murray and Sons? Right ... Well ... I'm phoning to ask if you can help me. The problem? Oh, yes ... Well, I had some new tiles put on last month – not everywhere, only on one part where the wind had blown off some of the old ones. Anyway, the men who did the work can't have done a very good job because now every time it rains we have to put buckets in the room below to catch the water. Do you think you could come and sort it out, please?

Speaker 2

It needs complete resurfacing. There are big holes all over and when it rains they fill with water and I get soaked just walking to the front door. I park the car on the street now because I don't want to damage it any more. So the sooner you come and do it the better.

Speaker 3

Well, I only had the double glazing put in six months ago and I didn't notice it in summer, but now it's cold outside and I can really feel the draught. It's the one in the lounge. It looks like it's closed but it's not and there's a gap and that's where the cold air comes in.

Speaker 4

Yes, it's a very nice flat, two big rooms and a big balcony. It's got a good view, too – over the park towards the river, so you don't feel closed in at all, the feeling of space is wonderful. So it was fine for just the two of us, but now that we're going to have a family – twins, too – we really have to move. It's a pity, but there you are!

Speaker 5

We've had someone in to check it – he says there's nothing wrong, but it's still not working properly. I mean, it's really hot outside, and I think to myself, well, at least it's going to be cool at home. But when I switch it on, it just sends out warm air. We'll have to take it back to the shop. In this heat I need something to keep me cool.

Tapescript for Exercise 34a (p. 14)

Ss can refer to p.190 of the S's book for the same tapescript.

Host: Today on "Family Life" we will be talking about child safety in the home. Here with us to answer your questions and to talk about the dangers children can face in the home is Marsha Ward, mother of two and author of "Secure your home; Save your child." Welcome, Marsha.

Marsha: Thank you. It's great to be here.

Host: Well, we all know to keep children away from hot stoves, irons and sharp objects, but I think there is a lot more to child safety in the home than that, isn't there?

Marsha: Definitely. Did you know that more than a million children in Britain every year require hospital treatment for accidents that happen in the home?

Host: Really? No, I had no idea the number was that high.

Marsha: Yes – and almost all of those accidents could have been prevented.

Host: So, what are the most common causes of injuries and how can we prevent them from happening?

Marsha: Falling, burns, drowning, choking and poisoning are the main causes of injuries in the home and small children are the most at risk. Parents can prevent children from falling down the stairs by fitting safety gates at the top and bottom. They can use rubber mats to prevent children slipping on floors, especially in the bathroom. However, children should never be left alone in the bath. A child can drown in only two inches of water.

Host: Would you say that the bathroom is the most dangerous room in the house?

Marsha: It's true that a lot of accidents happen in the bathroom, but the most dangerous room by far is the kitchen. This is where there are the most hidden dangers. Parents should never allow children to play alone in the kitchen. Also, they should keep all appliance cords, knife blocks and hot foods out of reach and put safety catches on all the cupboards and drawers, especially where cleaning items and medicines are kept.

Host: This is great advice, and I think now is a good time to go to the phones and answer some of our listeners' questions. Hello, line 1 ...

44 a. (Ss' own answers)

- b. Write the headings on the board. Choose a castle or a famous building in your country. Elicit sufficient information to complete the table. Ss use the table to talk about the building.

(Ss' own answers)

- 45 • Ss use the plan to write their own article. Elicit phrases of recommendation and write them on the board. (*It's well worth a visit; Don't miss the chance to visit the place; A visit there is a 'must'; etc*) Alternatively, Ss can use the information in Ex. 44b to write the article.

(Ss' own answers)

- As an extension, ask Ss to draw a castle and label its parts. Ss then use their drawings to describe the castle.
- Alternatively, say words. Ss, in teams, say if the word is related to a castle or not. Each correct answer gets 1 point. The team with the most points is the winner.

Suggested list of words: barracks, French windows, ruins, attic, patio, battlements, humidifier, stables, storehouses, basement, fortress, lodgings, cellar, lounge, winding staircase, double glazing, etc
e.g. T: barracks

Team AS1: Yes, a castle can have barracks.

T: French windows

Team BS1: No, a castle can't have French windows. etc

Tapescript for Exercise 36 (p. 14)

Ss can refer to pp.190-191 of the S's book for the same tapescript.

Estate Agent: Good morning. Rutland Homefinders. Can I help you?

Client: Yes, hello, my name is Markham, Celeste Markham. I spoke to you last Monday about buying a house and you asked me to phone back this morning to see if anything suitable had come up.

Estate Agent: Ah yes ... Just a moment. Yes, we have got something which might be suitable. You especially wanted a big garden, didn't you?

Client: Yes, that's right. My husband and I are both keen gardeners.

Estate Agent: Well, that's usually difficult here, but I think we're in luck. There is a detached house near the river – quite a prestigious area, really, with large front and back gardens.

Client: Hmm ... that sounds interesting. How much is it?

Estate Agent: They are asking for £400,000. Quite a good price for the area.

Client: I see. What sort of age is the house?

Estate Agent: Well, it was built in the 1930s so it's fairly typical of the time – very well built.

Client: What about parking? Those old houses often don't have a garage and we don't want to leave the car on the street.

Estate Agent: No problem. There's a large double garage.

Client: Good! Now, how about the inside?

Estate Agent: Well, there are four bedrooms ...

Client: That would be fine, but what about bathrooms? There are five of us and the children definitely need their own.

Estate Agent: Yes, the main bedroom has an en-suite bathroom and there is also another one upstairs.

Client: What about downstairs? Does it have a TV room?

Estate Agent: Well, it's the usual arrangement: sitting room, separate dining room, large kitchen which could also be used as a family room – I suppose you could put the TV there. Oh, and the present owners have recently put in a pool, which is an extra feature that I'm sure your family will appreciate.

Client: Well, it does sound just what we're looking for. When can I see it?

Estate Agent: Let's say ... [fade]

- 44 a. Which of the two buildings would you most like to visit? Why?
- b. Are there any buildings like these in your country? Talk about them. Think about:
- location
 - historical details
 - exterior/interior

Writing

- 45 Write a short article for your school magazine about a famous historic building in your country. In the first paragraph, write its *name* and *location*. In the second paragraph, write its *historical details*. In the third paragraph, write a *description of its exterior/interior*. End your article with a *recommendation*.

B DUNNOTTAR CASTLE

Scotland is full of castles, each with its own **myths** and **legends**. One such castle is Dunnottar Castle on Scotland's east coast, 15 miles from the city of Aberdeen. Located on a huge **outcrop** of flat rock with **sheer cliffs** on three sides, it is the perfect place for a **fortress**, and there has been one here since the 13th century.

Dunnottar has a long and **exciting past**. William Wallace, Mary Queen of Scots, King Charles II and the Marquis of Montrose have all played a part in its rich history. The Scottish Crown Jewels, the "Honours of Scotland", were hidden here in the 17th century so that Oliver Cromwell couldn't destroy them.

Dunnottar used to be one of the strongest fortresses in Scotland. However, the castle was abandoned in the 18th century and it fell into **decay** until 1925, when Viscountess Cowdray began repairs. Visitors can see the 14th century keep, which was built by Sir William Keith in 1392 and is still **intact**. There are also **barracks**, **lodgings**, stables and storehouses.

The castle has become a lot more popular in recent years since the site was used as one of the locations for the film "Hamlet" starring Mel Gibson. It is also popular with **birdwatchers** because of its location. Whatever the reason for your visit, it will certainly be memorable.

Writing an informal letter describing a house for rent



When we write an informal letter to a friend describing a house for rent, we can divide it into five paragraphs. We start our letter with **Dear + our friend's first name**.

Introduction

In the **first paragraph**, we write our **opening remarks** and the **reason** for writing our letter.

Main Body

In the **second paragraph**, we describe the **location** of the house and give details of the **rent**.

In the **third paragraph**, we describe the **exterior** of the house (what it is made of, garden, etc).

In the **fourth paragraph**, we describe the **interior** of the house (e.g. floors, rooms, furniture, special features, etc). We start each main-body paragraph with a **topic sentence** (i.e. a sentence which introduces or summarises the paragraph).

Conclusion

In the **last paragraph** we write our **closing remarks** and sign off using **Yours, Best wishes, etc + our first name**.

We can use a variety of adjectives to make our descriptions more interesting to the reader.

www.pearson.com

Analysing the Rubric

- 46** Read the rubric, look at the underlined phrases and answer the questions.

- Peter has been looking for a summer house to rent on the coast for August. He has asked his friend, Laura, to find a house for him. Laura has found a suitable house and is going to write Peter a letter describing the house and giving rental details.

- 1 Who is going to write a letter? To whom? What is their relationship?
- 2 What style is appropriate?
 formal – to someone in authority
 semi-formal – to someone you do not know very well
 informal – to someone you know very well
- 3 Which of the following would you expect to find in Laura's letter? Tick (✓) accordingly.

• description of the outside	<input checked="" type="checkbox"/>
• description of the inside	<input checked="" type="checkbox"/>
• location of the house	<input checked="" type="checkbox"/>
• historical details	<input type="checkbox"/>
• weather conditions	<input type="checkbox"/>
• rent	<input checked="" type="checkbox"/>

Analysing a Model Text

- 47** a. Read the letter and underline the topic sentences, then replace them with your own topic sentences.



Dear Peter,

- 1 How are you? Hope everything's OK. I'm writing to let you know that I think I've found the perfect summer cottage for you.
- 2 It's in a really nice location. It's a quiet area, but the best thing about it is that it is less than a kilometre from the sea. Also, the rent for the cottage is only £150 a week.
- 3 The house is really charming outside. It's an old brick farm building which has been converted into a holiday cottage. It's got a patio and is surrounded by a beautiful garden.
- 4 Inside, the house is nice and comfortable. It has two floors. On the ground floor there is a cosy living room and a kitchen with all the modern equipment you would expect, as well as a dining room and a WC. Upstairs there are two small bedrooms and a bathroom. The house is fully furnished so you don't need to worry about that.
- 5 Let me know if you like the sound of it. I can easily talk to the owner, Mr Smith, for you. I hope I'll see you here soon. I'll tell you all of my news then.

Yours,
Laura

- b. Which words/phrases does Laura use to describe the interior/exterior of the house? In which paragraphs does she mention these?

Style

- c. Study the table, then find examples of informal style in Laura's letter.

Informal style

- abbreviations e.g. I've got
- simple linking words e.g. but, so, and, etc
- shorter sentences e.g. I'd like to see you
- personal tone e.g. I've got some great news
- everyday expressions e.g. Thanks a lot.

Formal style

- no abbreviations e.g. I have got
- formal linking words e.g. despite
- longer sentences
- impersonal tone e.g. passive
- formal expressions e.g. I look forward to hearing

- 46 Read the tip aloud and explain any unknown vocabulary. Read out the rubric. Focus Ss' attention on the underlined words. Explain that these are the key words which will help Ss understand what they are asked to write. Ss answer the questions.

Answer Key

- 1 Laura is going to write a letter to Peter. They are friends.
- 2 An informal style is appropriate because they are friends and so they know each other very well.
- 3 See overprinted answers

- 47 Ss work in pairs. Allow them two minutes to read the letter silently and underline the topic sentences. Help Ss to suggest alternative ones where necessary.

Answer Key (See overprinted answers)

It is located in a great area.

From the outside the house is very attractive.

The house is lovely and cosy on the inside, too.

- b. Ss work in pairs and find the words that relate to the interior/exterior of the house. Check Ss' answers.

Answer Key

Para 3: **exterior:** charming; old brick farm building; holiday cottage; patio; beautiful garden

Para 4: **interior:** nice and comfortable; two floors; cosy living room; kitchen with modern equipment; dining room; WC; two small bedrooms; bathroom; fully furnished

- c. Read out the table. Ss work in pairs and give more examples, then do the exercise.

Answer Key

- **abbreviations:** Hope everything's OK; I'm writing; I've found; It's in; It's an; It's got; I'll see you; I'll tell you
- **simple linking words:** but; so; and; as well as; Also
- **shorter sentences:** How are you?; Hope everything's OK; It has two floors.
- **personal tone:** I'm writing to let you know; I've found the perfect summer cottage for you; with all the modern equipment you would expect; you don't need to worry about that; if you like the sound of it; I hope I'll see you; I'll tell you all of my news then.
- **everyday expressions:** Hope everything's OK; the best thing about it is; you don't need to worry; Let me know

- d. • Elicit what opening/closing remarks are (*The sentences which sb uses to start/end his letter*).
 • Ss find Laura's opening/closing remarks. Check Ss' answers.
 • Go through the list of remarks. Read them out, then Ss identify which are opening remarks and which are closing remarks (*Opening remarks: a,b,c; closing remarks: d,e,f*). Then, Ss decide which are formal (*b, f: use of formal style, no colloquialisms, contractions etc*) and which are informal (*a, c, d, e: use of informal style, contractions, colloquialisms etc*) giving reasons. Finally, Ss choose the ones that can replace Laura's remarks.

Answer Key

- **Laura's opening remarks:** *How are you? Hope everything's OK.*
a and c can be used instead
 - **Laura's closing remarks:** *Let me know if you like the sound of it. I can easily talk to the owner, Mr Smith, for you. I hope I'll see you here soon. I'll tell you all my news then.*
d and e can be used instead
 - b and f cannot be used because the language is too formal
- 48 Go through the table. Explain any unknown words, then Ss use the collocations to talk about their house. Ss can use any other words they have learnt in this unit if they wish.

Suggested Answer Key

... a tiled roof and double-glazed windows. It has got a small front garden and a large back garden as well as a garage and a driveway. The front door is a big heavy door that leads into the entrance hall. There are four rooms downstairs; the living room, the dining room, the kitchen and a small bathroom. Upstairs, there are three bedrooms, a large bathroom and an attic. Most of the furniture is antique although the kitchen is very modern.

- 49 a. Choose a S to read out the rubric. Ss work in pairs and underline the key words. Help Ss if necessary, then Ss answer the questions.

Answer Key (See overprinted answers)

- 1 An informal letter to a friend giving information.
- 2 I am sending the letter to a friend of mine.
- 3 An informal style is appropriate because the letter is to someone I know very well.
- 4 Location, description of exterior, description of interior, rent.
- 5 **Suggested Answer Key**
Opening remarks: *Hi, how are you?, How's it going?*
Closing remarks: *Let me know what you think. etc*

- b. Explain the task. Play the cassette. Ss fill in the missing information. Check Ss' answers.

Answer Key (See overprinted answers)

- c. Explain the task. Then Ss work in pairs and ask and answer questions using the information in the table.

Suggested Answer Key

- B: ... at 32, Beach Lane, Deighton.
 A: What is the exterior of the house like?
 B: It is a big, attractive wooden house. It has a front garden and a garage.
 A: What is the interior of the house like?
 B: It is cosy and fully furnished with a large living/dining room, a fireplace, a modern fitted kitchen, two bedrooms and two bathrooms.

- A: How much is the rent?
 B: It is £800 per month.

- 50 • Present the plan. Explain the task. Ask questions and elicit answers to complete the plan.
 e.g. T: What are you going to write after Dear?
 S1: My friend's first name.
 T: What opening remarks could you write?
 S2: How are you?
 T: Very good. Another suggestion?
 S3: I've got great news for you.
 T: Excellent. Now, where is the house located?
 S4: In the suburbs and convenient for public transport.
 T: That's right. How much is the rent? etc
 • Assign the letter as written HW.

Suggested Answer Key

Dear Peter,

How are you? I think I've found the perfect house for you. It's in a really nice location. It's in the suburbs and convenient for public transport. Also, the rent is £800 a month, quite reasonable I think.

Outside, the house is very attractive. It is a big wooden house with a front garden and a garage.

Inside, the house is cosy. It is fully furnished. Upstairs, there are two bedrooms and a bathroom. Downstairs, there is a bathroom, a huge living room with an old fireplace and a dining room. There is also a modern fitted kitchen.

Tell me if it sounds good to you. If you want, you can talk to the owner, Mr Jones, about it. See you soon.

Yours,
 Jim

- 51 • Read out the sentences one at a time and help Ss to interpret them.

Suggested Answer Key

- You don't need to travel because you will find everything you need at home.
- You will learn beauty at home.
- As an extension, ask Ss to find similar quotations in their mother tongue and explain them in English.

Tapescript for Exercise 49b (p. 19)

Ss can refer to p.191 of the S's book for the same tapescript.

- A: Morris and Green. Can I help you?
 B: Good morning, yes. I saw an advert in the paper for a house you have to rent on Beech Lane. I was wondering if you could give me some more details about it.
 A: Oh yes, of course. I'll just find the file....
 Ah OK, its number 32 Beech Lane. Do you know where that is?
 B: I think so. It's a couple of miles out of town, towards Deighton, isn't it?
 A: That's right. A very nice location, it's out in the countryside but it's only about 15 minutes' drive into the centre of town. There's a regular bus service as well, which will be handy if you don't drive.
 B: Does the house have a garden then?
 A: Yes, the house backs on to a small wood but there's a large garden at the front of the property.
 B: Now the ad said that there are two bedrooms and that the whole house is fully furnished. Is that right?
 A: Yes that's correct. Let's see, there are two very spacious bedrooms and a bathroom upstairs. Then downstairs there is another bathroom, and the living room, which has a beautiful old fireplace. Then there's the dining room, and a large modern kitchen. Ah and there's a door from the kitchen directly into the garage.
 B: That sounds perfect. Can I ask you about the rent?
 A: Of course, if you decide to take the property you would be asked to sign a six month contract and the rent would be £800 a month. A very good price for this property I think.
 B: Yes, that sounds excellent. Could I make an appointment to come and see the house?
 A: Of course madam, if I can just take some of your details ...

Opening/Closing Remarks

- d. What are Laura's opening and closing remarks? Which of the following can you use instead? Why can't you use the others?
- Thanks for your letter.
 - I feel obliged to write to inform you ...
 - Sorry I haven't written for so long.
 - Get in touch with me soon.
 - Looking forward to hearing from you.
 - I look forward to receiving a prompt reply.

Descriptive Writing

- 48 Use the phrases to describe the building where you live.



I live in a detached house. It's got ...

Discuss & Write

- 49 a. Read the rubric and underline the key words. Then, answer the questions.
- Your friend wants to move to your area and is looking for a house to rent. He/She has asked you to help. Write a letter to your friend describing a house you have seen and giving further details.

- What type of writing is it?
- Who is sending the letter? What is the relationship between you and the recipient of the letter?
- What style is appropriate? Justify.
- What information do you need to include?
- What opening and closing remarks can you use?

- b. Listen to the conversation you had with an estate agent and complete the table.

Location	1) 32 Beech Lane, Deighton
Exterior	large 2) garden at the front; garage
Interior	fully-furnished; upstairs: two bedrooms; a 3) bathroom downstairs: bathroom; living room; old 4) fireplace; dining room; large kitchen
Rent	5) £800 a month

- c. Use your notes to ask and answer questions, as in the example, then talk about the house.



A: Where is the house located?

B: It is located ...

- 50 Use the information in Ex. 49b to answer the questions in the plan. Then write your letter. You can use the letter in Ex. 47a as a model.



Dear (your friend's first name)

Introduction

(Para 1) opening remarks

Main Body (Suggest topic sentences)

(Para 2) Where exactly is the house? How much is the rent?

(Para 3) What is the exterior like? (material, garden, etc)

(Para 4) What is the interior like? How many floors/rooms/furniture?

Conclusion

(Para 5) What should you do next: give phone number/book it?

closing remarks

Yours,

your first name

- 51 Explain the sentences below in your own words.

Famous words

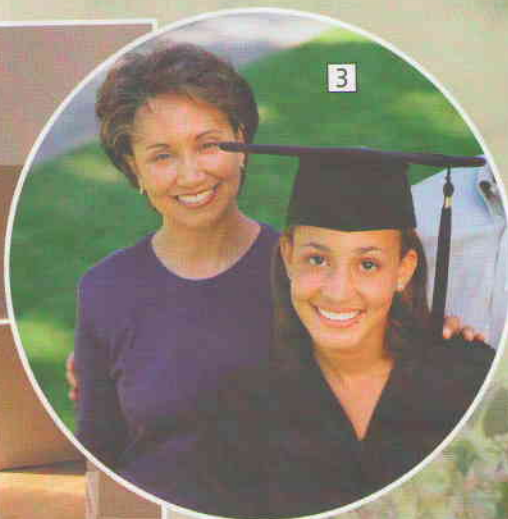
- A man travels the world over in search of what he needs, and returns home to find it.
George Moore (Irish author/poet)
- Strength of character may be learned at work, but beauty of character is learned at home.
Henry Drummond (1851-1897) (Scottish naturalist)

While there's life, there's hope

Lead-in

- 1 a. Which of the following life events match the pictures (1-4)? What other life events can you think of?

- engagement • moving house • having a baby
- retirement • graduation • wedding

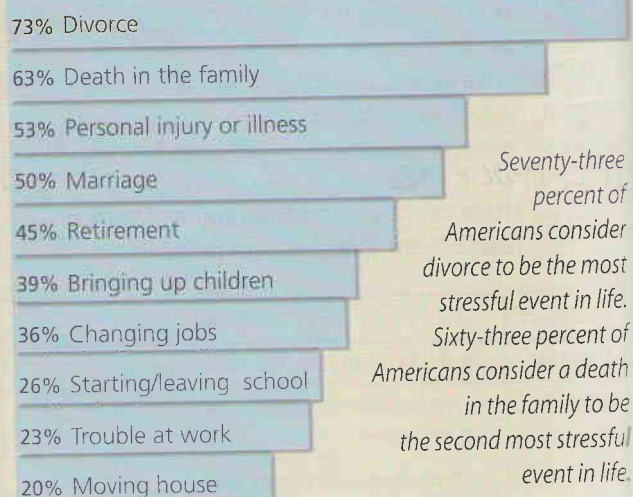


- b. In pairs, use the adjectives below to talk about some important events in your life.

- sad • happy • scared • thrilled • excited
- worried • disappointed • pleased • irritated

*I'll never forget my first day at school. I felt very scared.
I was so happy at my sister's wedding. She looked gorgeous in her white dress. It was unforgettable!*

- 3 a. Look at the chart and see what American adults consider to be the top ten stressful life events. Then make up sentences, as in the examples.



- b. In pairs, think of words related to each life event in the pictures. Use the words to describe the pictures.

The man in picture 1 is moving house. He is carrying a large box. He looks happy.

CD 4, track 13

- 2 a. Listen and match the people to the events. How does each person feel?

- | | |
|--------------------------|-----------------|
| Marta (lonely) | losing your job |
| Steve (anxious/worried) | moving house |
| Laura (bored) | having a baby |
| Tony (unhappy/miserable) | leaving school |
| Bill & Terry (happy) | retirement |

- b. Which are the three most stressful life events for you? Give reasons.

Objectives

Reading: gapped sentences; reading for specific information; scanning a text

Vocabulary: life events; stages in life; describing people; feelings & emotions

Grammar: past tenses; used to/would

Use of English: prepositions; phrasal verbs (come, carry); word formation; open cloze; key-word transformations; idioms and fixed phrases

Listening: listening for specific information; listening for gist; listening for detail; multiple matching; note taking

Speaking: talking about past experiences; describing people; talking about important life events; talking about families; talking about two different types of families; expressing opinions; introducing people; making predictions

Pronunciation: contrastive stress

Writing: a story

1. a. • Read out the title of the unit. Explain that it is a proverb. Elicit what the title means. (*While sth/sb is still alive, we can have hope or faith about the future.*) Elicit from Ss other proverbs they can think of related to life. (*Life is sweet. Every day of your life is a page of your history. etc*)
- Match the life events in the list to the pictures.

Answer Key

- | | |
|-----------------|--------------|
| 1 moving house | 3 graduation |
| 2 having a baby | 4 wedding |

Other life events: starting/leaving school; getting a job; divorce, etc

- b. Elicit words from Ss and write them on the board. Allow Ss two or three minutes to make up sentences using them, then ask individual Ss to read them out.

Suggested Answer Key

- 2 The couple in picture 2 have just had a baby. They are in the hospital room. They both look very pleased.
 - 3 The girl in picture 3 is at her graduation ceremony. She's wearing a cap and a gown. She is probably with her mother. They both look very excited.
 - 4 The girl in picture 4 is at her wedding. She is wearing a lovely white wedding dress and a veil. She's holding a bouquet. She is probably with her father. He is wearing a tuxedo. They both look very serious.
- 2 a. Read out the prompts. Play the cassette. Ss listen and match the people to the problems. Check Ss' answers. Elicit how Ss think each person feels.

Answer Key (See overprinted answers)

- b. Elicit various life events from the Ss (*first day at school, sister's wedding, changing schools, failing your driving test, coming of age, getting your first car, etc*). Write them on the board. Ask Ss to match the adjectives to the life events. Ss work in pairs and talk about the life events.

Suggested Answer Key

I'll never forget changing schools when I was nine years old. I was sad to leave my old friends but I was also excited about starting something new.

I couldn't believe it when I failed my driving test. I was so disappointed.

I was thrilled at my coming-of-age party. I was an adult at last. When I got my first car I was happy and worried at the same time.

- 3 a. • Present the bar chart. Elicit how such a chart is made. (*A survey is conducted and people are asked to rank a number of items in order of importance on a scale of 1-10, where 1 is not important at all and 10 is very important. The results are collected and percentages are calculated, which are then represented by the bars in the chart.*) Read out the examples. Ss make up sentences.

Answer Key

Fifty-three percent of Americans consider personal injury or illness to be the third most stressful event in life.

Fifty percent of Americans consider marriage to be the fourth most stressful event in life.

Forty-five percent of Americans consider retirement to be the fifth most stressful event in life.

Thirty-nine percent of Americans consider bringing up children to be the sixth most stressful event in life.

Thirty-six percent of Americans consider changing jobs to be the seventh most stressful event in life.

Twenty-six percent of Americans consider starting or leaving school to be the eighth most stressful event in life.

Twenty-three percent of Americans consider trouble at work to be the ninth most stressful event in life.

Twenty percent of Americans consider moving house to be the tenth most stressful event in life.

- As an extension, ask Ss to write the life events in the graph on a piece of paper and number them in order of how stressful these events are for them. Collect Ss' answers. Analyse the results on the board and draw a class graph. Ask Ss to compare the American graph to their own.

- b. Ss say which are the three most stressful life events for them. Ask Ss to make up sentences using their choices. Ss should justify their answers.

Suggested Answer Key

The most stressful event in life is death in the family. It is a very distressing experience for everyone.

The second most stressful event in life is personal injury or illness. It can change your life forever.

The third most stressful event in life is bringing up children. It involves a lot of responsibility.

Tapescript for Exercise 2a (p. 20)

Ss can refer to p. 191 of the S's book for the same tapescript.

Marta

We moved house a week ago and now I'm miles away from all my friends. Mum says I'll make new ones when I start my new school, but that won't be for ages because it's still the summer holidays. I don't like not having anyone to play with. I've got my computer and all my toys in my new room, but I've had enough of being all by myself all the time.

Steve

Oh, it's no use. I've been buying all the newspapers every day and going through the job sections, but I still haven't had any luck. I've sent off dozens of application letters, but I just get rejected every time. I did get one interview, but they didn't call me back afterwards. I'm starting to lose my self-confidence as well. What with being made redundant when the factory closed and having to claim unemployment benefit, I'm afraid I'm feeling a bit sorry for myself.

- 4 a. Look at the picture. Explain that the man is Alexander Graham Bell. Read the title. Explain that *A Dream Come True* is a set expression which means that a dream finally came true after a lot of time and effort. Ask Ss to answer the questions, then quickly scan the article to check their answers.

Answer Key

*Alexander Graham Bell invented the telephone in 1876.
Alexander Graham Bell came from an average-sized family.*

- b. Go through the tip and explain the task. Explain that Ss need to follow this advice in order to complete the task successfully. Ask a S to read out the sentences (A-I). Ss silently follow the text. Read out the example and elicit why F is the correct answer. (*It contains the reference word 'absorbed' which refers to 'did not notice' from the previous sentence. It continues the story.*) Ss complete the task. Check Ss' answers. Ss justify their choices.

Answer Key (See overprinted answers)

- 1 reference words: 'whole family' in the next sentence. It gives information about his family.
 - 2 reference words: 'the two men' in the previous sentence. It gives more information about the two men.
 - 3 reference words: 'brothers were killed' in the previous sentence and 'Canadian' in the next sentence. It provides the result of the first event.
 - 4 reference words: 'continue the work' in the previous sentence and 'so busy' in the next sentence. It continues the story.
 - 5 reference words: 'she' and 'lost her hearing' in the next sentence. It introduces a new character.
 - 6 reference words: 'Professor John Henry' in the previous sentence. It gives more information about this person.
 - 7 reference words: 'mechanical voice transmitter' in the previous sentence and 'first words' in the next sentence. It continues the story.
- c. • Allow Ss two or three minutes to read the article again. Ask Ss to explain the words in bold by giving examples or synonyms. Ss can look up the words in their dictionaries.
e.g. **transmitted**: sent from one place to another
• Ss then use their dictionary to find synonyms for the highlighted words.

Suggested Answer Key

creating: inventing
achieved: attained
allowed: let
give up: abandon

was about to: was ready to
influenced: changed
absorbed: engrossed
goal: objective

- d. Read the list of words and elicit/explain the meanings. Ss work in pairs and decide which words describe Alexander Graham Bell and why. Check Ss' answers.

Suggested Answer Key

- *Alexander Graham Bell was very persistent because he kept on working on his invention. He didn't give up.*
- *I don't think Alexander Graham Bell was sensitive.*
- *I don't think Alexander Graham Bell was a daydreamer because he worked very hard.*
- *I think Alexander Graham Bell was stubborn because he didn't give up on his dream.*

- *I think Alexander Graham Bell was hardworking because he spent all his free time on his inventions.*
- *I think Alexander Graham Bell was patient because he spent most of his life working with young deaf mutes.*
- *I don't think that Alexander Graham Bell was indifferent because he cared about children.*

- 5 • Remind Ss to practise *Reading aloud* using the S's CD/cassette. Ss listen to the text and follow the lines. Ss listen again with pauses, then read out from the text.
- Write these headings on the board: *Early life; Professional life; Telephone*. Allow Ss two minutes to read through the article again, then ask Ss questions: *What did Alexander do at age 16? (Started teaching young deaf mutes.) etc.*
 - Write Ss' answers on the board, in note form, under the correct headings. Ss copy these notes into their notebooks and then use them to talk about Alexander Graham Bell's life.

Suggested Answer Key

Early life: at 16 started to teach young deaf mutes, a few years later, both brothers died, family moved to Canada

Professional life: teacher, scientist, taught a group of Mohawk Indians in Canada, teacher in Boston, taught Visible Speech, became successful, opened his own school, gave private lessons

Telephone: in spare time experimented with telegraphy, worked hard in workshop to create machine for transmitting sounds by electricity, 1875 – heard first sound ever transmitted through a wire, the very first telephone, one year later – human speech transmitted for the first time, 29th birthday – registered invention with patent office

When Alexander Graham Bell was 16 years old, he started to teach young deaf mutes. Then, a few years later, both his brothers died and so his family decided to move to Canada. In his professional life he was a teacher and a scientist. Bell taught a group of Mohawk Indians in Canada. He was also a teacher in Boston and taught visible speech. He became so successful that he opened up his own school and also gave private lessons.

In his spare time he experimented with telegraphy. He worked very hard in a small workshop in Boston creating a machine for transmitting sounds by electricity. In 1875, he heard the first sound ever transmitted through a wire. This was the very first telephone. One year later, human speech was transmitted for the very first time. On his 29th birthday, he registered his invention with the patent office.

- Ss talk about the importance of Bell's invention.
- As an extension, you can ask Ss to choose another famous person and write an article about him/her for the school magazine.

A Dream Come True



The young professor was working in his workshop in a narrow street in Boston, not far from Scollay Square. It was a very hot day in June, but the man did not notice. 0) ☐ F

Suddenly he heard an almost inaudible sound, the first sound ever transmitted through a wire. The machine was the very first telephone and the young man was Alexander Graham Bell.

Although he was only 28 years old at the time, Alexander had been working in the fields of speech, **anatomy**, **electricity** and **acoustics** for over 11 years. 1) ☐ C

In fact, his whole family had been involved in the study of speech and sounds. Alexander's father had also written several books on how to speak correctly as well as **creating** a form of sign language called 'visible speech'.

At the age of 16 Alexander started to help teach young deaf children who could not hear or speak. He used his father's system of 'visible speech' and achieved amazing results. A few years later, while working in London, Alexander met two men who **would** play an important role in his life. 2) ☐ E

Unfortunately, it was around this time that the **fatal** disease called **the white plague** spread through Britain and both Alexander's brothers died. 3) ☐ G

Alexander was teaching to a group of Mohawk Indians in a small Canadian town called Brantford, when the Boston Board of Education asked him to leave and work in the USA at a new school for deaf mutes. Alexander was very happy to move to Boston and continue the work he had started in Britain. 4) ☐ I

However, he was so busy there that he did not have the time to work on his inventions. Then, two years later, he agreed to give private lessons to a young boy whose family **allowed** him to use their **basement** as a workshop. This gave Alexander the opportunity to **resume** his experiments with sound transmitters. He used to spend all his free time, and most of his money, on his inventions. 5) ☐ B

She was a young girl who had lost her **hearing** and the ability to speak because of a childhood illness. Her name was Mabel Hubbard, and four years later they got married. Although many people thought that the plan to invent a human voice transmitter was a waste of time, Alexander refused to **give up** his dream. He continued his experiments with sound vibrations. He even copied the design of the human ear using iron rods and **electrical wires** to produce the same effect.

Alexander was spending so much time and energy on his inventions he did less and less work with his students and soon **ran out of money**. He **was about to give up** when he met Professor John Henry, an expert on the **telegraph** and electricity. 6) ☐ A

In order to **survive financially** Bell had to work on the musical telegraph, but he also continued working on his **mechanical voice transmitter**. 7) ☐ H

Almost a year later, in March 1876, the first words were heard coming through the phone. On his 29th birthday Alexander Graham Bell **registered** his invention with the **patent office** and, because they had never seen anything like it before, they registered his invention as 'an improvement in telegraphy'. The name 'telephone' came later.



Tip Read the text through. Think of what information might be missing. Read the list of missing sentences. Cross out the one used in the example. Remember there is one extra sentence. Start fitting the sentences into the gaps. Match the topic of the missing sentence with the topic of the sentence before and after each gap. Look for clues such as reference words (he, there, it etc) or linking words before or after each gap. Check that the sentence you choose fits grammatically and makes sense. Read the completed text to see if it makes sense.

Reading

- What do you know about Alexander Graham Bell? What did he invent? When? Did he come from a big family? Read the article and find out.
- Choose from sentences, A-I, the one that best fits each gap 1-7 to complete the text. There is one extra sentence you do not need to use.
 - Professor Henry realised immediately that Alexander had made an amazing discovery and encouraged him to continue with his experiments.
 - At that time he had another student who greatly **influenced** his life.
 - His grandfather had invented a system to help people with speech problems.
 - He was inspired by the Baron's work and refused to give up his dream.
 - Mr Alexander Ellis, a professor of philology, and Sir Charles Wheatstone, an expert in telegraphy, started him thinking about sending sounds through a machine.

- He was totally **absorbed** in his strange machine which he had been working on for about three years.
- As a result Alexander and his parents left the country and moved to Canada.
- On that summer afternoon in 1875, when Alexander heard the first sound transmitted over his machine, he realised that he had finally achieved his **goal**.
- He became so successful that he soon opened his own school called "The School of Vocal Physiology".
- Read the article again and explain the words in bold. Give synonyms for the highlighted words.
- Which of the following words best describe Alexander Graham Bell? Give reasons.
 - persistent • sensitive • daydreamer • stubborn
 - hardworking • patient • indifferent

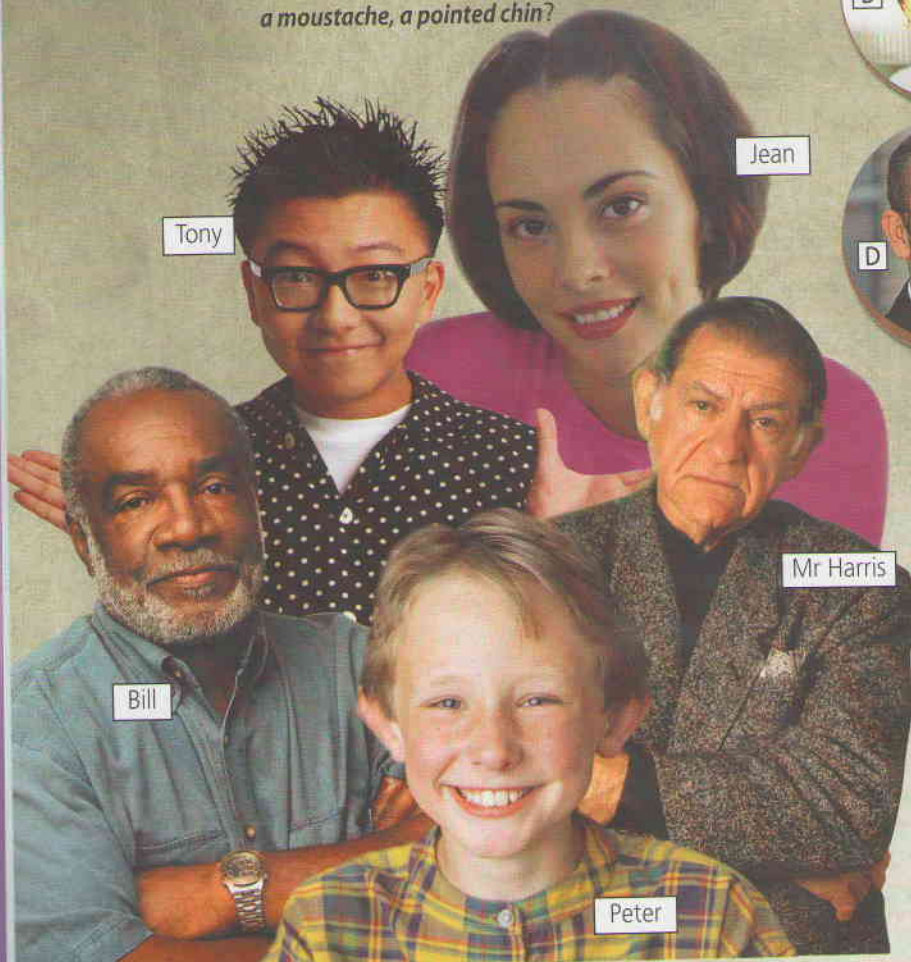
Follow-up

- Read the article again and make notes about Alexander Graham Bell's life. Then, talk about his life. How has his invention changed our lives?

Vocabulary Practice

Describing People

- 6 a. Look at the pictures. Who's got: *wrinkles, freckles, spiky hair, dimples, a centre parting, crooked teeth, a beard, bushy eyebrows, glasses, straight hair, a wide forehead, frizzy hair, sideburns, a moustache, a pointed chin?*



- b. In pairs, complete the table with as many adjectives or phrases as possible. Then, use the words to describe yourself.

Age: *in his teens, in his early/mid/late twenties, newborn, middle-aged, elderly*

Height/Build: *broad-shouldered, tall, slim, muscular*

Hair: *wavy, straight, cropped, long, (going) bald, curly*

Face: *oval, round, square, long, angular*

Cheeks: *rosy, round, chubby, high cheekbones*

Eyebrows: *arched, thick, thin, bushy*

Eyes: *green, brown, blue, grey, big, almond-shaped*

Eyelashes: *thick, long, short*

Nose: *snub, pointed, hook, button, straight, crooked*

Mouth: *wide, small, full lips, crooked teeth*

Chin: *pointed, double, square jaw*

I am in my early teens. I am tall and slim and ...

- 7 a. Look at the pictures, then use the words from Ex. 6 to describe each one.



- b. Listen and match the jobs to the famous people above.

English teacher *E* checkout clerk *A*
forest fire fighter *D* footballer *B*
carpenter *C*

- c. Talk about each person, as in the example.

A: When was Michelle Pfeiffer born?
B: She was born in 1958.
A: What does she look like?
B: She has got long blonde hair and blue eyes.
A: What did she do before she became an actress?
B: She was a checkout clerk.

Project

Prepare a poster of famous people. Write their job, age and a short description of each. Decorate your project with pictures.

Stages in Life

- a. Listen and fill in the average ages for people in the USA, then make up sentences, as in the example.

EVENT	AGE
start elementary school	5
go to college/university	18
leave home	18
get married	26
have first child	27
buy a house	35
retire	65

Americans usually start elementary school at the age of five.

- Brainstorm with Ss. Ask Ss to say as many words as they can think of to do with describing people and write them on the board (*long hair, short hair, thin lips, blue eyes, tall, short, old, young, middle-aged, etc.*). Ask Ss to group these words under the headings: age, build, facial features.
- Read out the list of words and elicit/explain their meanings by giving examples or pointing to various facial features.
- Ss work in pairs and do the exercise. Check Ss' answers.

Answer Key

Jesse: dimples, a centre parting, straight hair, a wide forehead, a pointed chin

Tony: spiky hair, glasses, a wide forehead

Bill: wrinkles, a beard, bushy eyebrows, frizzy hair, a moustache, a wide forehead

Mr Harris: wrinkles, a wide forehead, sideburns

Peter: freckles, crooked teeth, a wide forehead, straight hair

- Explain the task. Ss work in pairs and complete the table. Check Ss' answers on the board. Ss copy any extra vocabulary into their tables. Ss then describe themselves.
- As an extension, divide the class into two teams. Choose a leader. He/She thinks of a classmate. The teams take turns and ask questions to find out who the person is. The team that guesses correctly earns one point. Choose another leader and continue the game.
e.g. Team A S1: Is it a boy?
Leader: Yes, it is.
Team B S1: Is he tall?
Leader: Yes, he is.
Team A S2: Has he got red hair?
Leader: No, he hasn't. etc

Suggested Answer Key (See overprinted answers)

I am in my early teens. I am tall and slim and I've got blonde curly hair. I've got a round face and rosy cheeks. I've got thin eyebrows and almond-shaped blue eyes with short eyelashes. My nose is pointed and my mouth is small. I've also got a pointed chin.

- Explain that the pictures show famous people. Elicit what each person's job is. (*Michelle Pfeiffer – actress, Rod Stewart – singer, Harrison Ford – actor, John Malkovich – actor, Sting – singer*). Allow Ss sufficient time to prepare, then Ss describe each person. Check Ss' answers.

Suggested Answer Key

Michelle Pfeiffer is in her ... She has got long blonde hair and a square face with high cheekbones. Her eyebrows are thin and arched and she has got blue eyes. Her nose is straight and she has got a wide mouth.

Rod Stewart is in his ... He has got short spiky hair. He has got a long face, bushy eyebrows and brown eyes. He has also got a big nose, thin lips and a pointed chin.

Harrison Ford is ... with short spiky grey hair. He has got small brown eyes and a crooked nose. He has also got wrinkles.

John Malkovich is in his ... He has got short brown hair and is going bald. He has got small brown eyes and he wears glasses. He has also got wrinkles, a moustache and a beard.

Sting is in his ... He has got short blonde hair and an angular face with a wide forehead. He has got small eyes and a pointed nose. He also has thin lips and a square jaw.

- Read out the list of jobs. Elicit/Explain any unknown vocabulary. Point out that these jobs are what the people in the pictures did before they became famous.
- Explain the task. Ss listen and match. Check Ss' answers.

Answer Key (See overprinted answers)

- As an extension ask Ss to find out what other famous people did before they became famous and share it with the class. Alternatively, Ss can work in groups and make a quiz for the rest of the class to guess who did which jobs.
- Choose two Ss to read out the example. Ss work in pairs and act out similar dialogues. Check Ss' answers, then ask some pairs to act out their dialogues in front of the class.

Project

As instructed in the Student's Book.

- Read out the list of events. Explain the task. Play the cassette. Ss listen and do the exercise. Check Ss' answers, then Ss make up sentences.

Answer Key (See overprinted answers)

Suggested Answer Key

Americans usually go to college/university at the age of eighteen.

Americans usually leave home at the (average) age of eighteen. Americans usually get married at the (average) age of twenty-six.

Americans usually have their first child at the (average) age of twenty-seven.

Americans usually buy a house at the (average) age of thirty-five/in their mid-thirties.

Americans usually retire at the age of sixty-five.

Tapescript for Exercise 7b (p. 22)

Ss can refer to p.192 of the S's book for the same tapescript.

Speaker A

Sting is one of the most popular solo artists in the world and has had huge success with his latest world tour. Sting, or, to use his real name, Gordon Sumner, has always loved guitar music, although he was trained as a pianist from a young age. He did not become a professional musician straight away, though. He had jobs as a ditch digger and as an English teacher before he left his hometown of Newcastle and moved to London to pursue his dream.

Speaker B

Many of Hollywood's greatest stars seem to have come from poor backgrounds only to make it big on the silver screen. Harrison Ford's life story is just one of these rags to riches tales. In his early career, Harrison had very little money and even had to teach himself carpentry in order to find work. These days, however, he is one of Hollywood's biggest names with millions of dollars in the bank and a never-ending supply of leading roles.

Speaker C

I just love Michelle Pfeiffer. I think she's a fantastic actress and I've seen all her films. In my opinion, she just gets better and better. It must be really hard to become a successful film star. You have to be very ambitious. Michelle Pfeiffer was a checkout clerk in her local supermarket before she went to Hollywood to seek her fortune, so she can't have had much acting experience. Some people are just naturally talented, though, aren't they?

Cont. p. 24(T)

Tapescript for Exercise 8a (p. 22) → See p. 27(T)

Ss can refer to pp.192-193 of the S's book for the same tapescript.

- b. • Ss work in pairs and make a table about their country. Help Ss where necessary. Then Ss compare the two countries. Ask Ss to try to think of reasons for any differences.
e.g. Americans usually leave home when they are eighteen because they are very independent. However, people in my country usually stay at home until they get married because they feel safe and comfortable there. etc

(Ss' own answers)

Suggested Answer Key

People In Japan

start elementary school → 6

go to college/university → 18

leave home → 27

get married → 27

have first child → 29

buy a house → 40

retire → 60

- As an extension, Ss use their tables to talk about their country. Assign the exercise as written HW.

(Ss' own answers)

- c. • Go through the diagram and explain what it represents. Ask Ss to make up sentences using the information in the table to show that they understand the titles. (*A baby is someone who is under one year old.*) Alternatively, ask Ss questions: *What do we call someone who is 25 years old? (An adult.)*
- Explain the task, then read out the example. Ss work in pairs and do the exercise. Check Ss' answers.

Suggested Answer Key

A baby gets a name.

A toddler learns to talk.

A child learns to read and write/goes to school.

A teenager goes to high school/college/university/gets a driving licence.

An adult gets married/has children/buys a house.

A middle-aged person gets promoted/has grandchildren.

A senior citizen retires/claims a pension/has health problems.

- 9 a. Go through the list of adjectives. Elicit their meanings by asking Ss to give examples. Ss work in pairs and do the exercise. Check Ss' answers.

Answer Key (See overprinted answers)

- b. • Explain the task, then various Ss talk about their own experiences.

Suggested Answer Key

The last time that I was terrified was during a thunderstorm. It was last Monday evening and I was at home. My parents had gone out. Suddenly it started raining heavily ... etc

(Ss' own answers)

- As an alternative, divide the Ss into groups of four. Ask them to write the adjectives on pieces of paper. Then, Ss collect the pieces and put them in a container. Ss take turns to draw out a piece of paper, think of an experience related to that adjective and describe it to the group.

- 10 Explain the task. Play the cassette once. Ss listen and do the exercise. Check Ss' answers. Play the cassette again with pauses for Ss to explain why each speaker felt the way he/she did.

Suggested Answer Key (See overprinted answers)

- 11 Go through the list and check comprehension by asking questions: *When might we hear a siren wailing? (When a police car or an ambulance passes by on the way to an accident.)* Play the cassette. Ss listen and mark down how they feel after each sound. Then Ss work in pairs and match the sounds to the feelings and make up sentences.

Answer Key (See overprinted answers)

(Ss' own answers)

- 12 • Explain the meaning of **e-mail** (*an electronic written message sent from one computer to another*) and **chat room** (*a site on the Internet where people send each other instant messages related to specific topics*). Point out that if Ss turn these symbols sideways most of them look like facial expressions.
- Go through the symbols with Ss. Read out the first message. Ss respond using one of the symbols. Ss do the rest of the exercise in pairs. As an extension, Ss work in pairs and write messages, exchange papers and then answer each other using the symbols.
 - As further practice, ask Ss to look on the Internet and find some more of these symbols, write them down with their meanings and present them to the class in the next lesson.

Suggested Answer Key

1 \$-)	:-o	3 :-(-	:-(-	5 X=
2 :-)	\o/	4 \o/	:-)	:-D
				6 :-e

- 13 Go through the list of adjectives. Elicit their meanings. Ss do the exercise, then make up sentences using the collocations.

Answer Key (See overprinted answers)

Suggested Answer Key

He felt exhausted after his long journey.

Paula started to feel worried when the bus didn't come.

Tom couldn't help feeling responsible for the accident.

Tapescript for Exercise 10 (p. 23)

Ss can refer to p.193 of the S's book for the same tapescript.

Speaker 1

I don't know how it happened. I was at the bank and had been waiting for ages. Nobody seemed to be doing any work, let alone serving the customers. Suddenly, something just snapped. I totally lost control of myself and started shouting at the top of my voice. I shouted at the teller and banged on the counter with my fist demanding service. I didn't calm down until they had dealt with me and I left the building!

Speaker 2

It was the last thing I expected. I'd arrived home late from work and I was tired and hungry. The house was unusually dark and quiet. I let myself in and walked into the lounge. Suddenly, the lights went on and everyone jumped up and shouted "Surprise!" We had a fantastic time. It was the best birthday I've ever had.

Speaker 3

Today's lecture was really the worst. Every time Professor Brown opened his mouth, this guy put up his hand and asked a question. It wouldn't have been so bad if every question hadn't taken the professor off the topic, but it was just one irrelevant question after another. By the end of the lecture, I was so irritated that I just had to say something to this guy. Then, when I did, I found out he wasn't even a student, just a visitor!

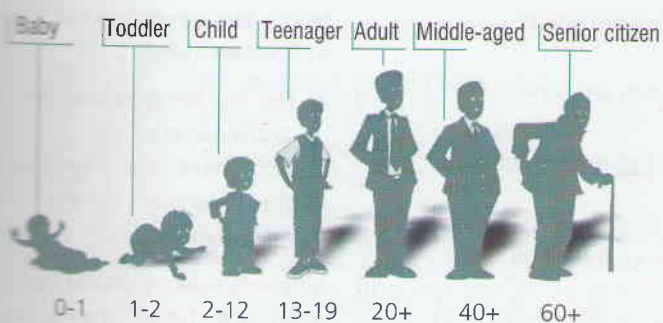
Speaker 4

It was fantastic. It's the biggest roller coaster in the country, you know! Anyway, when we went down the first big dip, my stomach felt like it was in my mouth. I just couldn't stop screaming. I thought we were going to fly off the tracks. It was really scary.

Speaker 5

It's such a waste of time! I just sit there all day in front of a computer screen. It's always the same, day in, day out. I have a pile of cards and I punch the keys and enter the data and when I've finished I go home. The next day there's another pile of cards. I really must find a more interesting job.

- b. Make a similar table for your country. How does your country differ from the USA?
- c. Study the diagram and in pairs, think of two events typical of each stage.



A baby learns to crawl.
A toddler learns to walk.

Feelings

- 9 a. Write the adjectives on the correct line.

- terrified • bored • delighted • worried
- impatient • calm • annoyed • cheerful • sad
- depressed • ecstatic • furious • miserable
- pleased • nervous • relaxed • frustrated



delighted, cheerful, ecstatic, pleased **Pleasant**



bored, calm, relaxed **Neutral**



terrified, worried, impatient, sad, annoyed, depressed, furious, miserable, nervous, frustrated **Unpleasant**

- b. Choose one adjective from each column. When was the last time you felt like this? What had happened to cause this feeling?

The last time I felt annoyed was when the train was late. ...

Listening

CD 1, track 16

- 10 Listen and write how each speaker felt. Why did each speaker feel that way?

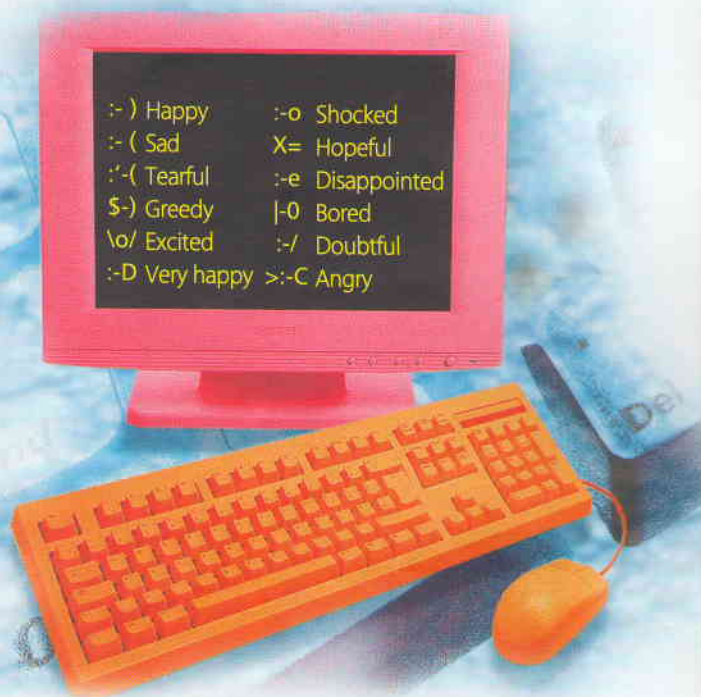
- Speaker 1: furious – poor service
Speaker 2: delighted/thrilled – surprise birthday party
Speaker 3: annoyed – lecture continuously interrupted
Speaker 4: terrified – scary roller coaster ride
Speaker 5: bored – repetitive work

- CD 1, track 17
- 11 Listen to these sounds and match them to how you would feel. Then, make up sentences, as in the example.

siren wailing	irritated
dogs barking	nervous
waves splashing	scared
message notification	eager
thunder crashing	relaxed

Whenever I hear a siren wailing, I feel nervous.
A siren wailing makes me feel nervous.

- 12 These symbols, or *emoticons*, are used in e-mails and chat rooms to suggest feelings. Study them and then use the symbols to respond to the comments.



- Can you believe it? He gets paid \$ 1 million a film! :-/
- Guess what? I got engaged!
- He's in hospital. He's very ill.
- They won 3-0!
- I've applied to London University.
- I DIDN'T GET THE JOB.

- 13 Fill in *be* and/or *feel*. Then use the collocations to make up sentences about yourself.

- | | |
|---------------------|------------------------|
| 1 feel/be convinced | 6 be expressive |
| 2 feel/be exhausted | 7 be easy-going |
| 3 be kind | 8 be forgiven |
| 4 be pathetic | 9 be interested |
| 5 feel/be worried | 10 be/feel responsible |

He felt/was convinced that she didn't like him.

Past tenses

Grammar Reference

14 a. Identify the tenses in bold, then match them to their use.

- 1 **b** She **left** university six years **ago**. (past simple)
- 2 **d** He **was waiting** for the bus **when** the accident happened. (past continuous)
- 3 **c** He **had just finished** his report **when** his boss asked to see him. (past perfect simple)
- 4 **a** She **had been working** as a clerk **for** two years **before** she got promoted. (past perfect continuous)

- a happened before another past action with emphasis on continuation
- b happened at a specific time in the past
- c happened before another past action
- d was in progress at a certain time in the past

- b. Underline the time adverbs used with each tense. What other adverbs can you think of which can be used with these tenses? Make up three sentences using them.

15 Match the prompts from each column to make sentences.

A	B	C
1 They had been looking for a house for six months	while	the lights went off.
2 Martin has been living in Thailand	when	two years now.
3 Janet was working on her computer	since	this year.
4 I haven't seen Joanne	for	they found what they were looking for.
5 Joe was cooking	before	Ann was laying the table.
6 Gail has been abroad	three times	she got married.

16 Put the verbs in brackets into the correct past tense. Justify your answers.

- 1 Paul **broke** (break) his arm while he **was painting** (paint) the wall.
- 2 Sandra finally **passed** (pass) the exam. She **had been studying** (study) really hard for months.
- 3 A: How long **had Mary been working** (Mary/work) here before she **retired** (retire)?
B: More than twenty years.
- 4 While I **was walking** (walk) home last night, I **bumped** (bump) into Sally.
- 5 The sun **was shining** (shine) and the birds **were singing** (sing) as we **were driving** (drive) towards the village.
- 6 We **had finished** (finish) the main course and **were waiting** (wait) for dessert when the fire alarm **rang** (ring).

- 7 "Did you work (you/work) late last night?"

"Yes, actually I **didn't leave** (not/leave) until 11 pm."

- 8 She **had visited** (visit) France before but she only **went** (go) to Paris last month.
- 9 A: **Did you see** (you/see) Jamie at the party last night?
B: No, by the time I **got** (get) there, he **had already left** (already/leave).
- 10 Amy **was walking** (walk) home when she **heard** (hear) her mobile phone ring.

17 Underline the correct words.

- 1 When she entered her flat she had found/found that someone had broken/broke in.
- 2 He had been driving/was driving home when/after he crashed into a tree.
- 3 When Laura arrived/had arrived at the restaurant, Tony had gone/had been gone home.
- 4 When/While I walked into the room, they had just/yet finished their dinner.
- 5 After they had been living/lived there since/for two years they decided to build an extension to their house.
- 6 He didn't shave/hadn't been shaving this morning because he hadn't had/didn't have time.
- 7 While/After he graduated from university, he joined/was joining the army.
- 8 She had been watching/watched TV when/since Tom came home.
- 9 He was having/had a bath when the lights had gone/went out.
- 10 She had never/ever been to South America before/after.

14 a. Explain the task, then do item 1 with Ss. Ss work in pairs and do the exercise. Quickly revise the **past simple** tense forms. Ss say the appropriate simple past tense form. Check Ss' answers.

Suggested verb list: answer, take, swim, read, happen, drive, work, eat, sleep, etc

e.g. T: answer

S1: answered

T: take

S2: took

- Do the same to elicit the past participle form.

e.g. T: answer

S1: answered

T: take

S2: taken, etc

- Refer Ss to the Grammar Reference Section for further detail.

- As an extension, ask Ss to underline all the past tense forms in the article in Ex. 4, then identify each tense and its use.

Answer Key (See overprinted answers)

- b. Explain the task. Ss complete the task. Help Ss where necessary, then ask individual Ss to read out their sentences.

Answer Key (See overprinted answers)

Other adverbs: since/already/yet (Past Perfect); while (Past Continuous)

Suggested Answer Key

I was watching TV while Tom was having a shower.

He had been in New York for three months when he decided to move to LA. etc

- 15 Explain the task. Ss work in pairs and do the exercise. Check Ss' answers.

Answer Key (See overprinted answers)

- 16 Explain the task. Ss work in pairs and do the exercise. Check Ss' answers and ask Ss to justify their answers.

Answer Key (See overprinted answers)

- 1 past action in progress interrupted by another action
- 2 happened before another past action with emphasis on continuation
- 3 happened before another past action
- 4 past action in progress interrupted by another action
- 5 actions in progress at a certain time in the past
- 6 had finished – happened before another past action
were waiting – past action interrupted by another past action (rang)
- 7 happened at a specific time in the past
- 8 had visited – happened before another past action
went – happened at a specific time in the past
- 9 Did you see – happened at a specific time in the past
had already left – happened before a specific action in the past (got)
- 10 past action in progress interrupted by another action

- 17 Explain the task. Ss do the exercise in pairs. Check Ss' answers.

Answer Key (See overprinted answers)

Tapescript for Exercise 2a (p. 20) Cont.

Ss can refer to p.191 of the S's book for the same tapescript.

Laura

I couldn't wait until I finished my exams. I thought it would be the best feeling ever. You know, having plenty of time to relax, getting a job and earning some money for the first time. It sounds brilliant, doesn't it? The thing is though, now that I've actually left school I've got no idea what I want to do. I've been reading about different careers, but none of them really appeal to me. I'm getting tired of doing nothing because my friends are either at university or working, so I'll have to think of something soon.

Tony

Most people think that old people have an easy life. They don't have to work, they get a pension from the state, and they have time to take up all kinds of hobbies. Well, let me tell you that the truth is rather different. I've worked all my life, since I was sixteen years old and I really enjoyed it. Now that I've retired, I don't know what to do with myself. I miss all my old work mates. I miss the daily routine. Now that I'm not working I feel that there's a big hole in my life. The pension isn't that great either, so I've had to change my lifestyle and get by on much less money than before. Don't be in such a hurry to retire, that's what I say!

Bill and Terry

Nothing prepares you for being a new parent. It doesn't matter how many books you read, or how many experienced mums and dads you might talk to, you will never be ready. Having a baby in our lives has made a huge difference. We rarely go out now, we never get a good night's sleep anymore, and we certainly never have a lie-in on Sunday mornings anymore, but we just don't care! The joy that our tiny baby has brought us is greater than we could ever have imagined.

Tapescript for Exercise 7b (p. 22) Cont.

Ss can refer to p.192 of the S's book for the same tapescript.

Speaker D

There aren't many rock stars who could manage to stay in the charts for four decades, but Rod Stewart is not just any rock star. He began his musical career in the early sixties and has been a member of several different bands, including *The Faces* and *Shotgun Express*. Rod says that music is his first love, but football is his second. In fact, he once played as an apprentice professional for Brentford Football Club.

Speaker E

Who's my favourite actor? Well, I'd have to say John Malkovich. He's been working in the film industry for almost twenty years and he has still got that special quality that makes a brilliant actor. He can take on any role and really make it work, if you know what I mean. He's had a very interesting life, as well. Did you know that he used to work as a forest fire fighter in a national park in Canada? It's true. He also had jobs as a dishwasher and bus driver before he became famous.

Game

- Look at the pictures and elicit what happened to each of the people.

Answer Key

- | | |
|------------------|-----------------|
| 1 break arm | 3 hit his head |
| 2 cut his finger | 4 burn his hand |

- Play the game as instructed in the Student's Book.

Suggested Answer Key

- 2 He was making a salad when he cut his finger.
He was pruning the bush when he cut himself.
- 3 He was painting his room when he fell off the ladder and hit his head.
He was walking down the street when a pot fell on his head.
- 4 He was making an omelette when he burnt his hand.
He was frying fish when he burnt his hand. etc
- 18 a. • Read out the theory. Draw Ss' attention to the examples. Refer Ss to the Grammar Reference Section for more detail.
- Write: – a) I used to wake up early when I was five. b) I used to live in a cottage when I was five. – on the board. Ask Ss to say in which sentence **used to** can be replaced by **would** (sentence a). Explain that both **used to** and **would** can be used to talk about habitual actions in the past.
 - Ss do the exercise. Check Ss' answers.

Answer Key (See overprinted answers)

- b. • Explain the task. Go through the list of activities and explain any unknown vocabulary. Play the cassette. Ss do the task. Check Ss' answers.

Answer Key (See overprinted answers)

Suggested Answer Key

Sam and Sarah didn't use to have their own private telephone lines.

Sam and Sarah used to play outdoors.

Sam and Sarah used to play with their friends in the street.

Sam and Sarah used to go fishing.

Sam and Sarah didn't use to go swimming in the river.

Sam and Sarah didn't use to lock their doors.

Sam and Sarah used to do lots of chores.

Sam and Sarah used to have early nights.

Sam and Sarah used to wear a uniform to school.

Sam and Sarah didn't use to go school six days a week.

Sam and Sarah used to visit their grandparents in the school holidays.

- As an extension, Ss can ask each other questions about themselves and what they used to do when they were younger. Ss can use the phrases in the exercise as well as their own ideas.
e.g. SA: Did you play in the street?
SB: No, I didn't. Did you use to walk to school?
SA: Yes, I did. I used to walk to school every day.
- c. Suggested Answer Key
- I used to play basketball in the street when I was a child.
I used to go to bed early. etc
- 19 a. Explain the task. Ss read the two sentences and answer the question.

Answer Key (See overprinted answer)

- b. • Pre-Reading: Look at the photograph. Ask Ss to read the first sentence. Ask Ss: *Who is this?* (Alex Morton) *What does he do?* (He's a writer.) *What is he doing now?* (He's reading.) etc
- Allow Ss three minutes to complete the exercise. Check Ss' answers by asking them to read out from the text.

Answer Key (See overprinted answers)

- Post Reading: Ask Ss to think of a suitable title for the article. Any answer is correct provided Ss can justify it. Explain that the Booker Prize is a literary prize for fiction writers. It is Britain's most important literary award.
 - As an extension, ask Ss to research other literary prizes and present them to the class in the next lesson. Alternatively, ask Ss if their country has a literary prize. If so, ask Ss to find out the previous five winners and the titles of their books. Ss can present them to the class in the next lesson.
- c. • Go through the points and elicit useful phrases for each one. Write these on the board and Ss copy them into their notebooks.
- Read out the example, then allow Ss some time to prepare their monologues. Various Ss talk about an older relative.
- Suggested phrases:
- childhood: was born, moved house, lived in, played in, etc
- education: started school, left school, entered university, studied (Maths), graduated from, etc
- work: joined (the police), applied for (a post as), looked for a job, found a position as, got promoted, etc
- family: got engaged/ married to, started a family, had children, etc
- achievements: a successful career, a happy family, win a prize/award, etc
- later years: retired, travelled a lot, took up gardening, etc
- (Ss' own answers)

- As an extension, Ss write a short biography of one of their relatives, attach a photograph and present it in class in the next lesson.
- Alternatively, Ss work in pairs and take roles. Ss act out interviews about their favourite relative. Ask some pairs to act out their interview in front of the class.
e.g. S1: Who are you going to talk about today?
S2: I'm going to talk about my uncle.
S1: What is his name?
S2: His name is Peter.
S1: Where was he born? etc

Tapescript for Exercise 18b (p. 25)

Ss can refer to p. 193 of the S's book for the same tapescript.

Sam: You know Sarah, things are really different today.

Sarah: Oh, that's so true. Kids today seem to spend all their time alone. You know, playing with computers and watching TV. We never did any of that in our day. We were always doing something with our friends.

Sam: Yes, that's true. And have you noticed that they're always on the phone as well? Some kids even have their own private line. Can you imagine that?

Sarah: We'd never have been able to do that! We didn't even have a phone when I was young. We used to use the phone at old Mrs Mantry's house. Do you remember how she used to listen in on us?

Game



Look at the cartoons, then in teams try to explain what happened to each of the people using past tenses. Each correct sentence gets 1 point. The team with the most points is the winner.



He fell off the ladder while he was painting the wall and broke his arm.
He had been playing football for an hour when ...

Used to / Would

Grammar Reference

- 18 a. Study the examples. In which of the sentences 1-6 can you use **would** instead of **used to**? Tick (✓) accordingly.

He **used to/would** go jogging before breakfast. (past routine)
He **used to** live in York as a student. (past state)
NOT: He **would** live in York as a student.

- 1 I used to come here when I was young. ✓
- 2 Jack's parents used to live in Canada.
- 3 Louise used to have a motorbike but I think she has a car now.
- 4 Caroline used to play tennis every week when she was a child. ✓
- 5 When they were younger, they used to go for long walks in the countryside. ✓
- 6 Grandma used to make porridge for breakfast. ✓

CD 1, track 18

- b. Listen to Sam and Sarah and tick (✓) the things that they used to do when they were children and cross (X) the things that they didn't use to do. Then make up sentences, as in the example.

<input checked="" type="checkbox"/> play with computers	<input checked="" type="checkbox"/> lock their doors
<input checked="" type="checkbox"/> have their own private telephone lines	<input checked="" type="checkbox"/> do lots of chores
<input checked="" type="checkbox"/> play outdoors	<input checked="" type="checkbox"/> have early nights
<input checked="" type="checkbox"/> play with their friends in the street	<input checked="" type="checkbox"/> wear a uniform to school
<input checked="" type="checkbox"/> go fishing	<input checked="" type="checkbox"/> go to school six days a week
<input checked="" type="checkbox"/> go swimming in the river	<input checked="" type="checkbox"/> visit their grandparents in the school holidays

Sam and Sarah didn't use to play with computers.

- c. Talk about what you used to do during your childhood.

- 19 a. Study the two examples. Which sentence refers to the past?

a. They met ten years ago.

b. They have been together since then.

- b. Put the verbs in brackets into the **past simple** or the **present perfect**.

Alex Morton is a talented writer who 1) **has led** (lead) a very interesting life. He was born in 1945 in Manchester, and he was the youngest of six children. From the moment he could read, he was never without a book in his hands. He was an avid reader throughout his schooldays, and he soon 2) **showed** (show) his talent for writing, too. In fact, his teachers 3) **gave** (give) him extra assignments just to be able to read more of his work.

After he 4) **left** (leave) school he went to Manchester University. By the time he got his BA, he had already published a number of short stories, and his first novel was almost finished. Over the next few years he 5) **wrote** (write) non-stop and each of his books was more successful than the last. Despite being so busy with his work, Alex still 6) **found** (find) time for romance. He met Fiona Jones while he was at university and they were married in 1971. They have two children. He 7) **has always been** (always/be) a devoted husband and father.

Alex Morton 8) **has written** (write) over twenty books so far and his name 9) **has been** (be) on the best seller list more times than he can remember. However, the pinnacle of his career was when he 10) **won** (win) the Booker Prize for Fiction in 1995. Since then, Alex 11) **has continued** (continue) to write and many of his books 12) **have been made** (be/made) into films.



- c. Talk about one of your older relatives. You can talk about his/her:

- childhood • education • work • family (e.g. marriage/children)
- achievements • later years

My grandfather is called Harry. He was born in Brighton in 1920. When he left school he joined the local fire brigade. He got married when he was twenty-six. He and his wife Ada had seven children. He says that his family was his most important achievement in life. My grandfather retired three years ago. Since then, he and my grandmother have spent their time travelling and gardening.

Prepositions

Appendix 1

20 a. Underline the correct preposition, then explain the phrases in bold.

- 1 Julie is **capable** of/for doing it on her own.
- 2 You can **depend** to/on Simon. He's very reliable.
- 3 He shouldn't **comment** on/to that when he doesn't know all of the facts.
- 4 It was very unfair that Paul was **dismissed** from/of his job.
- 5 The criminal has been **charged** for/with burglary.
- 6 They're always **complaining** of/about something.
- 7 Children are very **curious** for/about the world they live in.
- 8 Julian is very serious and **dedicated** to/at his work.
- 9 She is finding it difficult to **concentrate** on/to her studies.
- 10 Sally is amazing. I don't know how she **cope**s with/at her job, and her kids at the same time.

b. Fill in the correct preposition. Then choose any three phrases and make up sentences using them.

- 1 **in** fact; 2 to be involved **in** sth;
3 to move **to** Boston; 4 to spend time and money **on** sth; 5 a waste **of** time; 6 an expert **on** sth

Phrasal Verbs

Appendix 2

21 a. Fill in the correct particle and explain the phrasal verbs.

- out (x2) • up with • into
- across • round • away • on
- off • down with

- 1 The fans got completely **carried away** when their team scored in the last minute.
- 2 Neil was reading the newspaper when he **came across** an article about an old friend of his.

- 3 When Lucy's uncle died she **came into** a lot of money.
- 4 Sue asked Rick and Claire to **come round** for dinner tonight.
- 5 Danny **carried** his speech **off** perfectly.
- 6 Jason is going to **carry on** the business after his father retires.
- 7 The author has a new novel **coming out** next week.
- 8 Liz has **come up with** an excellent solution to our problem.
- 9 Doctors will **carry out** more tests to find out what the problem is.
- 10 John is ill; he has **come down with** chickenpox.

b. Look up other meanings of **come out** and **come (a)round** in your dictionary. Then make up sentences using these meanings.

Word Formation

22 Fill in the correct word derived from the word in bold.

Although the 0) **majority** of people say that they work, 'for the money,' the 1) **financial** reward isn't actually the only thing that they think about. 2) **Recently**, research has shown that people consider many different factors to be of 3) **importance** when they make their 4) **choice**. A worldwide survey of students showed that after 5) **graduation** they would be looking for jobs that allowed them to balance their 6) **personal** lives with their work lives.

MAJOR
FINANCE

RECENT
IMPORT
CHOOSE
GRADUATE

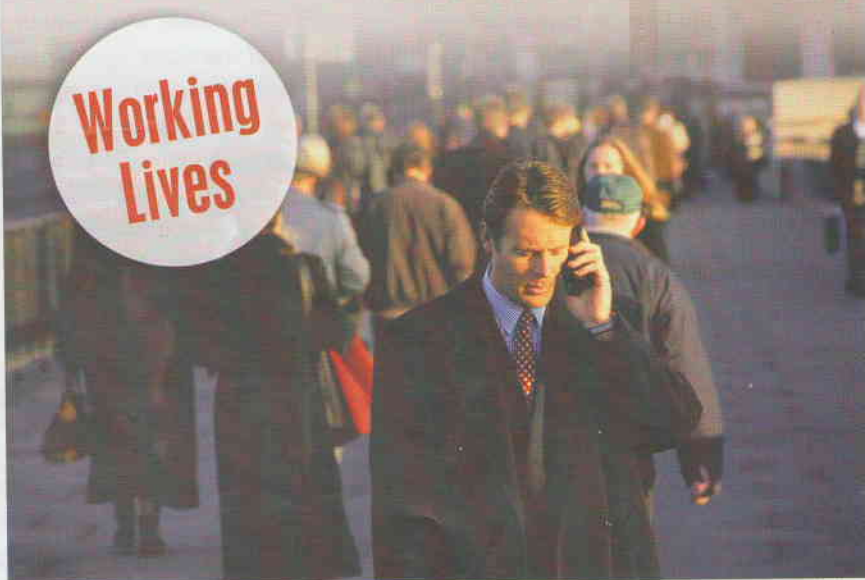
PERSON

It's not just the younger generation who think like this either. There has even been an increase in the number of middle-aged 7) **workers** who are moving away from highly-paid executive positions into less 8) **stressful** jobs. They are looking for something which is more 9) **enjoyable** and gives them more leisure time. All this has meant that 10) **employers** are realising that they need to do more than just offer good wages if they are going to keep their workers happy and motivated!

WORK

STRESS
ENJOY
EMPLOY

Working
Lives



- 20 a. • Remind Ss that this exercise works with Appendix 1 at the back of the book. Go through the letters C & D with Ss.
- Present the table in the Appendix and go through it with Ss.
 - Ss work in pairs and do the exercise. Check Ss' answers. Ss should memorise these phrases.

Answer Key (See overprinted answers)

Appendix 1 (p. 26)

Ss can refer to p.182 of the S's book for the same appendix.

C

- capable of (adj) • care about (v) • care for sb (v) (= like) • (take) care of (n)
- care for sth (v) (= like to do sth) • careful of (adj) • careless about/with (adj)
- cause of (n) • certain of (adj) • charge for (v) • charge sb with (a crime) (v)
- cheque for (n) • choice between/of (n) • clever at (adj) (but: It was very clever of you to buy it.) • close to (adj) • comment on (v) • communicate with (v)
- compare with (v) (how people and things are alike and how they are different) • compare to (v) (show the likeness between sb/sth and sb/sth else)
- comparison between (n) • complain of (v) (= suffer from) • complain to sb about sth (v) (= be annoyed at) • compliment sb on (v) • comply with (v)
- concentrate on (v) • (have) confidence in sb (n) • congratulate sb on sth (v)
- connection between (n) (but: in connection with) • connect to/with (v)
- conscious of (adj) • consist of (v) • contact between (n) (but: in contact with)
- content with (adj) • contrary to (prep) • contribute to (v) • convert to/into (v)
- cope with (v) • correspond to/with (v) • crash into (v) • crazy about (adj)
- crowded with (adj) • cruel to (adj) • cure for (n) • curious about (adj)

D

- date back to (v) • date from (v) • deal with (v) • dear to (adj) • decide on/against (v)
- decrease in (n) • dedicate to (v) • deficient in (adj) • delay in (n)
- delight in (v) • delighted with (adj) • demand for (n) • demand from (v)
- depart from (v) • departure from (n) • depend on/upon (v) • describe sb/sth to sb else (v)
- description of (n) • die of/from (v) • die in an accident (v)
- differ from (v) • (have) difference between/of (n) • different from (adj)
- difficulty in/with (n) • disadvantage of (n) (but: there's a disadvantage in doing sth) • disagree with (v) • disappointed with/about (adj) • disapprove of (v)
- discourage from (v) • discussion about/on (n) • dismiss from (v)
- dissatisfied with (adj) • distinguish between (v) • dream about (v) • dream of (v) (= imagine) • dressed in (adj)

- b. Explain that the phrases in this exercise are taken from the article on p. 21. Do item 1 with Ss, then Ss work in pairs and complete the exercise. Check Ss' answers, then Ss choose three expressions and make up sentences. Alternatively, assign the exercise as written HW. Ss prepare the sentences for the next lesson. Check Ss' answers.

Answer Key (See overprinted answers)

(Ss' own answers)

- 21 a. • Explain that this exercise works with Appendix 2 at the back of the book.
- Do item 1 with Ss, then Ss complete the exercise. Check Ss' answers. Ss should then memorise these phrasal verbs.

Answer Key (See overprinted answers)

Appendix 2 (p. 26)

Ss can refer to p.185 of the S's book for the same appendix.

Carry

- be carried away = be very excited
- carry off = (tr) handle a difficult situation successfully
- carry on (with) = (tr) continue with

- carry out = (tr) conduct an experiment
- carry through = (tr) complete successfully in spite of difficulty

Come

- come across = (tr) find/meet by chance
- come by = (tr) obtain
- come down to = (tr) be passed on to sb by inheritance
- come down with = (tr) become ill; go down with
- come into = (tr) inherit
- come off = (int) succeed
- come out = 1) (int) (of flowers) begin to blossom, 2) (int) be published, 3) (int) (of stains) be able to be removed

- come round = 1) (int) visit casually, 2) (int) recover consciousness
- come to = (tr) amount to a total
- come up = 1) (int) be mentioned, 2) (int) arise; occur
- come up to = 1) (tr) approach, 2) (tr) equal; (of expectations) be up to
- come up with = (tr) find (an answer, solution, etc)

- b. Allow Ss some time to look up the phrasal verbs in their dictionaries and make up sentences. Then ask individual Ss to read out their sentences.

Suggested Answer Key

- **come out:** 1) (of flowers) begin to blossom – *Roses come out in spring.* 2) (of stains) be able to be removed – *This stain will come out if you use bleach.*
- **come (a)round:** recover consciousness – *When she came round, she was on the kitchen floor.*

(Ss' own answers)

- 22 • **Pre-Reading:** Ask Ss to look at the picture. Ask Ss: *Where are the people going? (to work) How do people in your country usually travel to work? (car, bus, train, walk, etc)*
- Ask Ss to look at the title of the article, skim the text quickly and say what the article is about.
 - Explain that the words in bold are the stem from which the missing words are derived.
 - Read the text aloud up to the example. Elicit that **majority** is a noun. Continue with item 1. Elicit what the missing word is by asking questions: *Is it a verb? (No, the sentence has got 4 verbs – 'say, work, think, isn't'.); Is it an adverb? (No, it isn't. It doesn't come after a verb.); Is it an adjective? (Yes, it is. It comes before a noun and describes/ gives more information about the noun.) What is the missing word, then? (financial) Write the answer on the board. Repeat the same process for the rest of the items in the exercise.*
 - When Ss have completed the exercise, choose individual Ss to read out the text.

Answer Key (See overprinted answers)

- Remind Ss of the table they started in the previous unit. Draw the table on the board and complete the columns accordingly by eliciting answers from Ss. Ss copy the table into their notebooks.

VERB	NOUN (person)	NOUN (abstract)	ADJECTIVE	ADVERB
–	–	majority	major	–
finance	financier	finance	financial	financially
–	–	–	recent	recently
–	–	importance	important	importantly
choose	–	choice	choosy	–
graduate	graduate	graduation	–	–
personalise	person	personality	personal	personally
work	worker	work	workable	–
stress	–	stress	stressful	stressfully
enjoy	–	enjoyment	enjoyable	enjoyably
employ	employer, employee	employment	employable	–

- **Post Reading:** Read the article again and underline the reasons why people work. Ask Ss: *Is it the same in your country? What other reasons can you add?*
- As an extension, ask Ss: *What type of writing is it? (an article) Where could it be found? (a newspaper or journal)*

- 23 • **Pre-Reading:** Read out the title. Ask Ss: *Why is your family important to you? What does your family do/provide for you?*
- Go through the tip. Explain that Ss need to follow this advice in order to complete the task successfully. Explain the task. Ask Ss to read the text quickly to get the gist.
 - Read the example. Ask Ss to explain why **has** is the correct answer (*auxiliary verb for the present perfect 3rd person singular form*).
 - Do item 1 with Ss. Ask them to look at the words before and after each gap and then decide on the missing word. Ss work in pairs and do the exercise. Check Ss' answers on the board.

Answer Key (See overprinted answers)

- 1 depend on
- 2 clause requires a subject, 'there', before the verb
- 3 used to
- 4 more ... than
- 5 'Despite' to introduce an idea that appears to contradict the main statement
- 6 think of
- 7 indicates that sth belongs to the group of people
- 8 quantifier before noun
- 9 at home
- 10 more ... than
- 11 would be ... if
- 12 spend (time) with / be with sb
- 13 worked too hard
- 14 past perfect
- 15 even if

- **Post Reading:** Do a class survey to find out what the average family is like in their country. Ask Ss: *Is this the same as the average family forty years ago? How is it the same/different?* Alternatively, Ss can work in pairs and talk about their families.
 - As an extension, ask Ss: *What type of writing is it? (article); Where could it be found? (newspaper or journal)*
- 24 Explain the task. Ss do the exercise. Check Ss' answers while they identify the grammar/lexical structure tested.

Answer Key (See overprinted answers)

- 1 present perfect continuous with 'for'
- 2 time expression used with past simple
- 3 past simple with 'since'
- 4 time expression used with past simple
- 5 fixed phrase
- 6 fixed phrase with a phrasal verb

- 25 • Explain the task. Elicit/Explain that **as ... as** is used to show that something is equal in some way. Explain that there are many traditional **as ... as** expressions in English. Ss do the exercise. Check Ss' answers, then Ss explain the idioms.

Answer Key (See overprinted answers)

- | | |
|---------------------------|---------------------------------|
| 1 very quiet | 4 very different in all aspects |
| 2 physically ill | 5 well behaved |
| 3 strong/not easily upset | 6 very eager |

- Ss can then think of similar expressions in their mother tongue.

- 26 Explain the task. Ss, in pairs, do the exercise. Check Ss' answers, then Ss explain the expressions.

Answer Key (See overprinted answers)

- 1 likely to happen
- 2 something that helps other people
- 3 explain in a way that makes it easy to understand/ obvious
- 4 is unaware
- 5 angry

Tapescript for Exercise 8a (p. 22)

Ss can refer to pp.192-193 of the S's book for the same tapescript.

- A: So, what do you think of life in England, Amy?
- B: Oh, I don't think it's all that different from life in America, really.
- A: Oh? How's that?
- B: Well, people tend to do the same things at the same stages in their lives. We have the same milestones, if you know what I mean.
- A: Hmm, I'm not sure I do. Give me an example.
- B: OK. Well, children here in Britain start elementary school at the age of five, don't they?
- A: Yes, that's right.
- B: Well, it's the same in the US.
- A: Oh, I see. But then things are a little different after that, aren't they?
- B: Yes, I suppose so. In America, children go to junior high school between the ages of 12 and 14, and you don't have junior high schools here, do you?
- A: Not usually, no. Children here go straight from primary, or elementary school to secondary school.
- B: Yes, but they leave school at the same age as children in the US.
- A: Really?
- B: Yeah. In America, you can leave school when you are 16, or you can wait until you graduate at 18. If you leave school at 16, you can get a job right away, but if you leave at 18, you can either get a job, or you can go to college. It's the same here, isn't it?
- A: Yeah, you're right. So, for how long do people go to college in the US?
- B: Well, they usually stay in college for four years, which means that they leave when they are twenty-two, but they can also go to junior college, which means that they can leave when they are twenty.
- A: I see. So the education systems are similar in both countries.
- B: Yeah, but it's not only that. People in the US and in Britain tend to leave home, get married and have children at around the same ages, too.
- A: Do they?
- B: Yeah. People usually leave home at 18 in both countries, because that's when they move away to go to college.
- A: That makes sense. So, how old are people in the States when they get married, then?
- B: The average age for men is about 27, but women are usually a little bit younger than that - around 25 so that's an average age of about 26. Women tend to have their first child at about 27 on average.
- A: Hmm, that's interesting. I think things are pretty similar here.
- B: They are. I've studied this a lot, you know!
- A: I didn't realise you were so interested in social issues. What other things have you found out?
- B: Well, I can tell you that people in America usually buy their first house when they are in their mid thirties at about 35.
- A: Really? I would have thought they would be in their twenties.
- B: No, most people want to wait before buying property these days, so they rent houses or apartments for a few years first.
- A: And what about retirement? How old are people when they stop working?
- B: Well, you can stop working when you are 55, but most people don't retire until they are 65 or older. You can get social security benefits from the age of 62, though.
- A: I can't believe you know so much about all this.
- B: Well, it's just something I find interesting. I like to find out about how people live around the world and compare life in different countries.
- A: And which country would you most like to live in?
- B: Oh, I would have to visit them all before I could decide on something like that!

Open Cloze

- 23 Read the text and think of the word which best fits each gap. Use only ONE WORD in each gap.



Read the title of the text. It is a summary of what you are going to read. Read the text once quickly to get the general meaning. Read the text again. Pay attention to the words before/after each gap. These will help you decide what word is missing. Missing words can be adverbs, articles, modal/auxiliary verbs, conjunctions, prepositions, pronouns, phrasal verbs etc. The word that you choose must be grammatically correct and make sense in context. When you have filled in the gaps read the text again to see if it makes sense.

The Importance of Family



In Western Europe and the USA, family life 0) **has** changed dramatically over the last forty years. The number of families that depend 1) **on** both parents going out to work, or where 2) **there** is one parent raising the children alone, is much greater than it 3) **used** to be. Also, many more people move away from their families 4) **than** ever before. 5) **Despite** these changes, most people still think 6) **of** their family as one of the most significant parts of 7) **their** lives.

A recent American survey showed that 8) **many/most** people think that spending time 9) **at** home is more important 10) **than** earning a high salary or having a challenging job. The majority of young people surveyed said that they 11) **would** be happy to earn less money if they had more time to 12) **spend/be** with their loved ones. Older people also commented that they had worked 13) **too** hard in the past when they should have 14) **been** with their families. 15) **Even** if the typical family doesn't follow the traditional model today, it is still a vital part of our lives.

Key Word Transformations

- 24 Complete the sentences using the words in bold. You must use between two and five words, including the word given.

- He started to play golf five years ago.
for He **has been playing golf for** five years now.
- How long is it since you moved here?
ago How **long ago did you move** here?

- We haven't had a holiday for years.
ages It's **(been) ages since we (last) had a** holiday.
- We haven't been out since last summer.
time The **last time we went out** was last summer.
- After hours of discussion, they finally succeeded in reaching an agreement.
managed They **managed to reach an agreement** after hours of discussion.
- She wasn't involved in the argument at all.
nothing She had **nothing to do with** the argument at all.

Idioms & Fixed Phrases

- 25 Underline the correct word, then try to explain the idioms.
- Let's put on some music. It's as silent/quiet as the grave in here.
 - He's got food poisoning and he's been as sick as a dog/cat all week.
 - Don't worry about Maggie; she's as tough as old shoes/boots.
 - The Martin children are not at all alike. They're as different as chalk and cheese/milk.
 - I'll look after Jo anytime. Really, she's as good as silver/gold.
 - Ben can't wait to get started on the project. He's as keen as ketchup/mustard.
- 26 Circle the correct word, then explain the expressions in bold.

- Things are going very well at work at the moment, I think a promotion might even be **on the**
A books (B) cards C letters D papers
- Chris does lots of work for charity. He's always doing something for a **good**
A aim B example (C) cause D reason
- You have to **make it** to her exactly how you feel.
A easy B straight C clean (D) clear
- Helen is a lovely girl, but she always **has her head in the** She never notices what's going on around her.
A sky B stars (C) clouds D air
- It was only a silly argument, but they were both getting very **under the collar**.
(A) hot B red C heated D warm

Listening & Speaking

CD 1, track 19
27 a. You will hear five people talking about the most important thing in their lives. Listen and match the speakers to the statements. There is one statement which does not match any of the speakers.

- | | | |
|---|-----------|----------------------------|
| A We have a great relationship. | Speaker 1 | <input type="checkbox"/> E |
| B Financial security is very important to me. | Speaker 2 | <input type="checkbox"/> F |
| C Nothing is as important as your health. | Speaker 3 | <input type="checkbox"/> D |
| D They're like my family. | Speaker 4 | <input type="checkbox"/> A |
| E My family is everything to me. | Speaker 5 | <input type="checkbox"/> C |
| F My career is my life. | | |

b. Listen again and write one reason why each person feels this way.

28 Look at the survey results and the visual prompts. Then, in pairs, discuss the following:

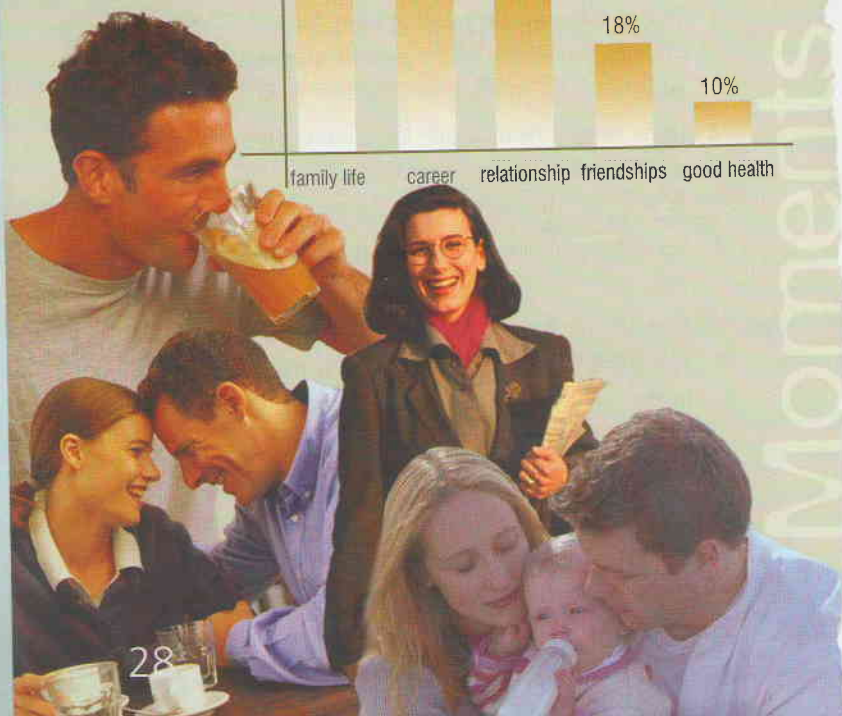
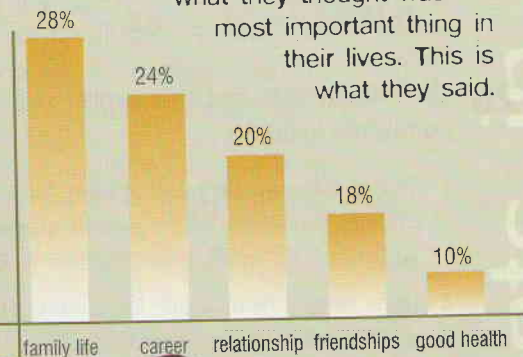
- Which of these things do you consider to be important in your life? Why/why not?
- Are some things just as important as other things? Which ones? Give reasons.

A: *I think family life is the most important thing in my life because my family help and support me.*

B: *Really, I think friendships are the most important thing because I share everything with my friends. etc*

Moments in Life

100 people were questioned about what they thought was the most important thing in their lives. This is what they said.



CD 1, track 20
29 a. Listen and mark the sentences T (true) or F (false).

- Rachel gets plenty of attention from her parents. **T**
- Her parents spoil her. **F**
- She never feels lonely. **F**
- She sometimes wishes she had a brother. **F**
- She doesn't want to share things with anyone. **F**
- She likes having her own room. **T**
- She thinks that friends can be as good as sisters. **T**

b. In pairs, talk about your family.

How big is your family? What does each member of your family look like? Which family member do you admire most? Who is your favourite relative? Why? How often do you see your relatives?

30 Describe the pictures. Then, in pairs, express your opinions about:

- the advantages and disadvantages of each type of family
- the problems the children in each type of family might have
- how each family compares to your own



EXPRESSING OPINIONS

Picture A shows ..., whereas ..., I think ..., I believe ..., In my opinion ..., It seems to me ...

AGREEING

You're right/That's true/
I quite agree with you.

DISAGREEING

Do you (really) think so?
No, I'm afraid I can't agree with you.

A: *Picture A shows a large family. There are the parents and three children; two girls and a boy. They look European or American. What do you think?*

B: *I think you're right. They look very happy. etc*

CD 1, track 21
31 a. You'll hear five people talking about a past experience. Decide which of the statements (A-F) matches what the speaker says. There is one extra statement which you do not need to use.

- | | | |
|---------------------------------------|-----------|----------------------------|
| A I simply didn't want to do it. | Speaker 1 | <input type="checkbox"/> C |
| B It was an unforgettable experience. | Speaker 2 | <input type="checkbox"/> E |
| C I've never been so afraid. | Speaker 3 | <input type="checkbox"/> A |
| D It was the best day of my life. | Speaker 4 | <input type="checkbox"/> F |
| E I was really excited. | Speaker 5 | <input type="checkbox"/> B |
| F I didn't know what was going on. | | |

TIP Read the statements before you listen and underline the key words. Try to match the key words with similar words in the script.

- 27 a. • **Pre-Listening:** Write these headings on the board: *family - financial security - health - friends - career - relationship*. Ask Ss to say which of the above is the most important to them. Ss raise their hands to show their preference. Point out that they can choose only one. Write the results on a graph. Ask Ss to give reasons for their choices. After Ss have done Ex. 28, they compare the class' graph to that in Ex. 28.
- Read out the sentences A-F and then play the cassette. Ss do the exercise. Check Ss' answers.

Answer Key (See overprinted answers)

- b. Play the tape again. Ask Ss to listen and make notes on the speakers' justifications. Check Ss' answers around the class.

Suggested Answer Key

Speaker 1 (family): we are very close; we love each other/we would do anything for each other; your family will always be there for you; a strong family will make you more secure and confident

Speaker 2 (career): I love my work; I get a lot from my job; I enjoy the responsibility; respect from my colleagues; I get paid a lot of money; the feeling of great satisfaction

Speaker 3 (friends): my friends certainly mean a lot to me; I spend most of my time with them; I care what they think; I can talk to them about anything; we're always there for each other

Speaker 4 (relationship): we clicked from the start; we have so much in common; we talk for hours on end; we share everything; important to have sb you can rely on and who will support you

Speaker 5 (health): you can enjoy living; you can do anything you want; you can live life to the fullest; without good health you have nothing

- 28 Ask Ss to look at the graph and the pictures. Read out the first question and then start a class discussion. Point out that Ss can use the justifications in Ex. 27b to support their arguments. Ss can then work in pairs and discuss the points. Then, individual pairs can present their opinions to the class.

(Ss' own answers)

- 29 a. • **Pre-Listening:** Ss read items 1 to 7. Ask Ss to guess if Rachel is an only child and then go on to predict the answers to the questions.
- Ask Ss to underline the key words in the statements. (**Key words:** 1 gets - attention - parents; 2 parents - spoil; 3 never - lonely; 4 wishes - had - brother; 5 not want - share - with anyone; 6 friends - as good - sisters)
- Explain that Ss won't hear exactly the same words in the listening, but the meaning will be the same. Play the cassette. Ss do the exercise. Check Ss' answers by playing the cassette again with pauses.

Answer Key (See overprinted answers)

- b. Explain the task. Go through the questions. Ss work in pairs and talk about their families. Choose some pairs to present their dialogues to the class.

(Ss' own answers)

- 30 • Explain the task. Elicit what type of family each picture shows. (A: big family, B: small family). Ask Ss to describe the pictures.
- Go through the expressions. Explain that when Ss express their opinions about the two families they need to use these expressions. Elicit the points Ss

need to think about in order to complete the task. Write them on the board (*the amount of money/time/attention/etc required for each child, etc*). Elicit useful vocabulary to help Ss complete the task. Then Ss work in pairs and do the task.

Suggested Answer Key

- Picture A shows a large family. There are the parents and three children, two girls and a boy. They look European or American. They look very happy. They are dressed in casual clothes. It might be summer.
- Picture B shows a small family. There are the parents and one child, a little boy. They look European or American. They look relaxed. It might be spring/autumn.
- A: I think one disadvantage of being part of a large family is that you have to share all your toys.
B: That's true. However, an advantage is that you always have someone to play with.
A: You're right. On the other hand, it seems to me that a disadvantage of being an only child is that you would get lonely.
B: Do you think so? I think that you would spend more time with your parents and so that would be an advantage.
- A: In my opinion, children in a large family could be jealous of each other and that might be a problem.
B: I quite agree with you. However, I also think that an only child might have a problem mixing with other children.
A: Do you really think so?
A: In my family there are two children so we are not similar to either of the families in the pictures.
B: Really? In my family there are three children so we are similar to the family in picture A.

- 31 • **Pre-Listening:** Explain to Ss that they are going to listen to five people talking about a past experience. Elicit various past experiences and write them on the board.
- Ask Ss to read the statements A to F. Explain that Ss are expected to match the speakers to the statements. Point out that there is one extra statement.
 - Explain that Ss should listen to each speaker carefully and wait until they have finished speaking before they match them to the problems because the speakers can use misleading information. Point out that they will listen to the speakers twice.
 - Play the cassette. Ss listen and do the exercise. Check Ss' answers.
 - As an extension, Ss talk about a past experience of theirs.

Answer Key (See overprinted answers)

Tapescript for Exercise 27a (p. 28) → See p. 31(T)

Ss can refer to p.194 of the S's book for the same tapescript.

Tapescript for Exercise 29a (p. 28) → See p. 31(T)

Ss can refer to p.194 of the S's book for the same tapescript.

Tapescript for Exercise 31 (p. 28) → See p. 31(T)

Ss can refer to pp.194-195 of the S's book for the same tapescript.

- 32 Ask Ss to look at the pictures. Elicit what the scenes depict. Read out the example. Allow Ss two minutes to prepare their answers. Ask individual Ss to talk about a memory to the class.

Answer Key

- A fancy dress party C a birthday party
B starting school D riding a bike

(Ss' own answers)

- 33 a. Explain the task. Play the cassette. Ss do the task. Check Ss' answers.

Answer Key

- 1,4 - give bad news
2,3 - give good news

- b. • Explain the task. Read out the exchanges and model the intonation. Ss work in pairs and practise the intonation. Monitor Ss' performance. If necessary, play the cassette again.
• Model a dialogue with a S, then Ss work in pairs and act out their dialogues. Monitor Ss' performance, then ask some pairs to act out their dialogues in front of the class.

Suggested Answer Key

- A: I've got something to tell you. Sharon got engaged.
B: That's brilliant. She must be very happy.
A: Have you heard? Toby got a big promotion.
B: Wow! Congratulations to him.
A: I'm afraid I've just heard something terrible. Mark was in a car accident.
B: Oh no! How awful!
A: Guess what! I passed my exams.
B: That's brilliant! Well done.
A: Guess what! I've got my driving licence.
B: Wow! You must be pleased.
A: Have you heard? Alex lost his job.
B: That's a pity. He must be really upset.

- 34 Play the cassette. Ss listen and underline the stressed words. Play the cassette again. Ss read out the exchanges in pairs.

Answer Key (See overprinted answers)

- 35 a. Read out the question. Play the cassette. Ss listen and answer the question.

Answer Key (See overprinted answer)

- b. Explain the task. Ss do the task. Check Ss' answers by asking some Ss to read out the dialogue in the correct order. Then, Ss act out similar dialogues based on the pictures.

Answer Key (See overprinted answers)

- 36 a. Read out the question. Play the cassette. Ss listen and answer the question.

Answer Key (See overprinted answer)

- b. Go through the expressions in the box. Model a dialogue with a S. Then Ss work in pairs and act out their dialogues. Monitor Ss' performance. Then ask some pairs to act out their dialogues in front of the class.

Suggested Answer Key

- A: Sam, come and meet my parents.
B: Certainly.
A: Sam, these are my parents, Mr and Mrs Lee. Mum and Dad, this is Sam.
B: It is a pleasure to meet you, Mr and Mrs Lee.
C: Pleased to meet you, too, Sam.
A: David, I'd like to introduce you to my employer.
B: Yes, of course.
A: David, this is my employer, Mr Brown. Mr Brown, this is my husband, David.
B: How do you do, Mr Brown?
C: How do you do! It is a pleasure to meet you, David.
A: Miss Scarlet, I would like you to meet a business associate of mine.
B: Certainly.
A: Miss Scarlet, this is my business associate, Mr Black. Mr Black, this is Miss Scarlet.
B: It is a pleasure to meet you, Mr Black.
C: How do you do, Miss Scarlet?

Tapescript for Exercise 18b (p. 25) Cont.

Ss can refer to p.193 of the S's book for the same tapescript.

Sam: I sure do. I also remember we'd spend a lot of time running around and playing out in the fresh air. Do you remember the games we used to play with our friends in the street? And during summer Dad would take us fishing in the river.

Sarah: That's right, but he would never let us swim there. He said the current was too dangerous.

Sam: Yes, I remember. Those were the good old days. We didn't have to worry about safety either. We would always leave our doors unlocked.

Sarah: It was certainly much safer then.

Sam: But it wasn't a bed of roses either. We had to do everything by hand, even the washing. Mum and Dad were pretty strict with us, too. We had to do all our chores every day.

Sarah: Mmm. I used to feed the chickens and collect the eggs.

Sam: And I had to chop the wood every day for the stove.

Sarah: Yes. We all had to pull our weight around the house.

Sam: And Mum and Dad made us go to bed early every night.

Sarah: Yes, especially on school nights. The teachers at school were rather strict too, weren't they?

Sam: Yes, we couldn't talk or do anything.

Sarah: Do you remember the school uniforms we used to wear? They were awful, weren't they?

Sam: Yes, I had to wear a tie all year round! It was terrible!

Sarah: But we were always free on Saturdays and Sundays, though. And school holidays were always lots of fun, too. We used to visit Grandma and Grandpa on the farm and spend the whole summer with the animals.

- 32 Look at the pictures and identify what they show. Which of these bring back memories of your early childhood? Talk about your memories.



I never forget my first fancy dress party. I was dressed as a cowboy. It was ...

Spreading the news

- 33 a. Listen and identify which extracts give good/bad news.
- b. Read the exchanges and practise the intonation. Then, use the prompts to act out similar dialogues.
- Your sister has got engaged.
 - Your brother has been promoted.
 - Your friend was in a car accident.
 - You passed your exams.
 - You got your driving licence.
 - Your friend lost his job.

- 1 A: I've got something to tell you. I'm afraid I failed my driving test.
B: That's a pity. You must be really disappointed.
- 2 A: Have you heard? I won a trip to Florida.
B: Wow! Congratulations! You must be thrilled!
- 3 A: Guess what! I've got a new job!
B: That's brilliant! You must be very happy.
- 4 A: I'm afraid I've just heard something terrible. Simon crashed his motorbike.
B: Oh no! How awful!

Intonation (contrastive stress)

- 34 Listen, mark the stressed words, then repeat.

- A: Did you make a chocolate cake?
B: No, I made a fruit cake.
- A: Do you want three boxes of chocolates?
B: No, I want two boxes.
- A: Did you ask Mr Johnson?
B: No, I asked Miss Johnson.

Describing people

- 35 a. Listen to the dialogue. Who does Simon want to meet? *Diana.*

- b. Match the columns to form a dialogue. Then, in pairs, act out similar dialogues for the people in the pictures.

- | | | | |
|-----|---------------------------------------|---|---|
| A 3 | This is a great party, Fred. | 1 | No problem. Let's go over and I'll introduce you. |
| B 4 | Yes, I am, but who's that over there? | 2 | Oh, that's Diana. She's just started working in my office. Do you want to meet her? |
| C 2 | The girl with the long blonde hair. | 3 | Thanks. Are you having a good time? |
| D 1 | Yes, please. That would be great. | 4 | Who? |



Introducing people

- 36 a. Listen to the dialogue. Where does it take place? *At a business meeting.*

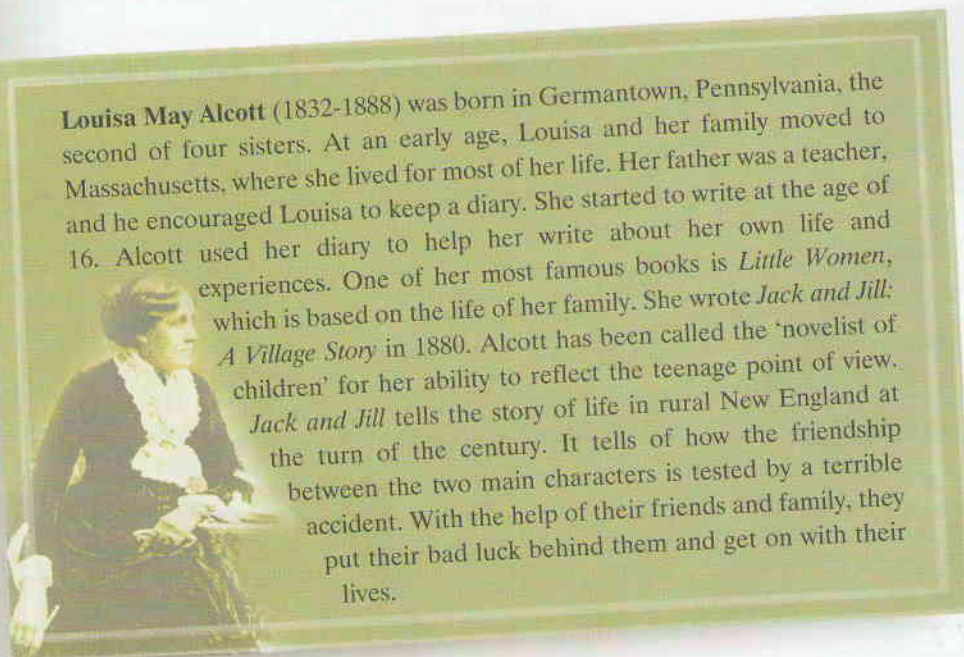
- b. Read the dialogue. Then use the expressions in the box to introduce:

- your new friend to your parents
- your husband/wife to your employer
- two business associates to each other

- A: Miss Lane, I'd like to introduce you to a colleague of mine.
B: Certainly.
A: Miss Lane, this is my colleague, Mr Kent. Mr Kent, this is Miss Lane.
B: How do you do? It is a pleasure to meet you, Mr Kent.
C: It is a pleasure to meet you too, Miss Lane.

INTRODUCTIONS	
Formal	Informal
May I introduce ...	This is ...
I would like you to meet ...	Come and meet ...
I would like to introduce you to ...	Hi, how are you?
How do you do?	Hi there!
It is a pleasure to meet you.	Pleased to meet you.

Jack & Jill



Louisa May Alcott (1832-1888) was born in Germantown, Pennsylvania, the second of four sisters. At an early age, Louisa and her family moved to Massachusetts, where she lived for most of her life. Her father was a teacher, and he encouraged Louisa to keep a diary. She started to write at the age of 16. Alcott used her diary to help her write about her own life and experiences. One of her most famous books is *Little Women*, which is based on the life of her family. She wrote *Jack and Jill: A Village Story* in 1880. Alcott has been called the 'novelist of children' for her ability to reflect the teenage point of view. *Jack and Jill* tells the story of life in rural New England at the turn of the century. It tells of how the friendship between the two main characters is tested by a terrible accident. With the help of their friends and family, they put their bad luck behind them and get on with their lives.

37 Read the title and the author's biography. What do you think the novel is about? How could Alcott's own experiences have helped her write the novel? Look at the picture. What time of year is it? What are the children doing?

38 a. Read the extract and match the characters with their descriptions, then make up sentences about them. Finally explain the words in bold.

- | | | |
|---|---|-------------|
| 1 | c | Frank Minot |
| 2 | b | Little Boo |
| 3 | e | Ed Devlin |
| 4 | a | Jack |
| 5 | d | Jill |

- a white teeth, golden hair
- b short legs, round face
- c tall, keen sparkle in his eye
- d black eyes, red cheeks
- e sweet-faced, rosy cheeks

b. Which of the characters is: **serious; clever; good-natured; popular; protective; patient**? Underline the words/phrases/sentences which imply the character.

c. Which of the characters can you see in the pictures? Describe them.

d. Match the highlighted words to their synonyms in the list.

- boy • serious • smarter • guy • gathered • playful • generously
- first-rate • protected • shy

39 a. This chapter is called ***The Catastrophe***. What catastrophe do you think might happen? In pairs, predict what you think is going to happen next.

I think there is going to be a fight between Joe and Jack.

CD 4, track 26

b. Listen and check if your guesses were correct.

Project

You have decided to enter the Louisa May Alcott drawing competition. Read the extract again, then choose a scene to draw for the competition.



- Read out the title of the novel and elicit ideas from Ss about the content.
- Ss read the biography and answer the questions.

Suggested Answer Key

I think the novel is about a group of children who live in the same village. Louisa May Alcott probably used her diary and her memories of her own childhood to help her write this novel.

- Allow Ss some time to look at the pictures and answer the questions.

Answer Key

It is winter.

All the children are outside enjoying the snow. The children are sledging.

- Explain the task. Allow Ss four to six minutes to silently read the extract. Allow some time for Ss to match the characters to their descriptions. Check Ss' answers. Then Ss use their answers to make up sentences. Ask individual Ss to read out their sentences.
- Ask Ss to explain the words/phrases in bold by giving synonyms or examples. Alternatively, Ss can look up unknown words in their dictionaries (*reposed: relaxed, rested*)

Answer Key (See overprinted answers)

1. Frank Minot is a tall boy with a keen sparkle in his eye.
2. Little Boo has got short legs and a round face.
3. Ed Devlin is a sweet-faced boy with rosy cheeks.
4. Jack has got white teeth and golden hair.
5. Jill has got black eyes and red cheeks.

- Explain that some of the children's characters are only implied in the extract and that Ss will have to scan the text for these words as well as synonyms to complete the task. Do the first item with Ss then, in pairs, Ss complete the task. Check Ss' answers.

Answer Key

- serious:** Frank Minot – *looking as solemn as a judge!* (l. 11-12)
clever: Jill – *She's much brighter than you are...* (l. 51-52)
good-natured: Jack – *He's such a good-natured chap...* (l. 38-39)
surprised: Jill – *... which proved what a favourite she was.* (l. 54)
protective: Jack – *Jack had shielded...* "Fraidcat." (l. 45-47)
patient: Molly Loo – *... tried to care... patience.* (l. 69-70)

- Ss identify the characters, then use words from the extract to describe them.

Answer Key

The two children on the red sledge are Jill and Jack. Jack has got golden hair and he is happy. He's wearing a black cap, a red scarf and gloves, a green jacket, a pair of black trousers, grey socks and a pair of brown boots. Jill has got black eyes and hair. Her cheeks are red and she looks very happy. She's wearing a red hat, a purple coat, a grey skirt and a pair of boots. She's waving a blue scarf. The boy on the brown sledge is Gus Burton. He is sledging down the hill. His head is at the bottom and his heels are up. He's wearing a grey cap, blueish scarf, blue jacket, brown gloves, brown trousers, white socks and black boots.

- Ask Ss to look up the highlighted words in their dictionaries.

Answer Key

congregated: gathered

solemn: serious

lad: boy

mischievous: playful

chap: guy

shielded: protected

brighter: smarter

tiptop: first-rate

timid: shy

handsomely: generously

- 39 a. Explain the task. Elicit ideas/suggestions from Ss about what they think might happen next. Ss work in pairs and make predictions. Ask some pairs to report their predictions to the class.

Suggested Answer Key

I think something terrible might happen on the way home from, or on the way to, the party. There might be an accident. Somebody may fall through the thin ice or fall in the snow. etc

- b. Play the cassette. Ss listen and check if their predictions were correct.

Project

Explain the task. Assign the task as HW. Ss may present their pictures in the next lesson. Alternatively, use the pictures to make a class mural.

Tapescript for Exercise 39b (p. 30)

Ss can refer to p.195 of the S's book for the same tapescript.

Jack and Jill decided to try again. They walked up to the top of the slope and quickly jumped on their sled. They were still talking excitedly, so Jill forgot to hold tight and Jack forgot to steer carefully. They kept going faster and faster. They crashed through the fence, went over the steep bank and flew into the air. With two loud cries, they landed in the middle of the road.

"We knew this would happen," the other children cried out as they ran over to help. They found Jack sitting up. He had a dazed look on his face and a deep cut on his forehead. "Where's Jill?" he asked in a worried voice. They all looked for Jill. Finally, they found her lying quietly in the snow. Her face was white and very shocked.

When Jack tried to stand up, he cried out loudly. He couldn't move. "I think I've broken my leg!" Ed Devlin tied his handkerchief around Jack's head while the other children ran over to help Jill.

Jill was lying in the snow. She was in a lot of pain, but she tried very hard not to cry. Just then, a sled arrived driven by Mr Grant, a farmer. He gently lifted Jack and Jill onto his sled and covered them with a coat. Then, the sad group set off home.

- Remind Ss to practise *Reading aloud* using the S's CD/cassette. Ss listen to the text and follow the lines. Ss listen again with pauses, then read out from the text.
- As an extension, Ss can read the novel *Jack and Jill* and write a book review.

Tapescript for Exercise 27a (p. 28)

Ss can refer to p.194 of the S's book for the same tapescript.

Speaker 1

I work to live. I don't live to work. I'm lucky because in my job I can work from home so I get to spend more time with my kids than most people. We eat together, we play together and I get to see all the things that many working parents miss out on. We are very close, we love each other very much and we would do anything for each other and that's the way it should be. After all, your family will still be there for you long after all your friends have come and gone. Besides, I think a person who has a strong family behind them is more secure and confident and can deal with life better.

Speaker 2

Most people spend a third of their lives at work so obviously it helps if you enjoy what you do. I'm lucky because I love my work and there's nothing else I would rather be doing. I've worked very hard to get where I am, but it was worth it. I get a lot from my job. I enjoy the responsibility of my position, the respect from my colleagues and I get paid a lot of money. The main reason why it's so important to me, though, is that feeling of great satisfaction I get when I have achieved my goals after a difficult day or week. It's a fantastic feeling.

Speaker 3

There's a saying that talks about how you can't choose your family but you can choose your friends. I think that's totally true and my friends certainly mean a lot to me. I spend most of my time with them, but if I don't see them for a while, when we meet again it's like we were never apart. I care what they think and I can talk to them about anything. I have a small circle of good friends and we are always there for each other if any one of us needs anything. It's a good feeling.

Speaker 4

The most important person in my life at the moment is my fiancé. We met at university and got engaged three months ago. We just clicked, you know, right from the start. We have so much in common. Sometimes we talk for hours on end. We share everything and we tell each other everything. I think it is important to have a partner that you can rely on and who will support you. Someone who you can share all your experiences with.

Speaker 5

You can be as rich as Bill Gates but if you only spend your money on doctors and medical bills, then what's the point? Being healthy means you can enjoy living. You can do anything you want and live life to the fullest. Without good health you have nothing – that's my opinion.

Tapescript for Exercise 29a (p. 28)

Ss can refer to p.194 of the S's book for the same tapescript.

Rachel

I don't really mind being an only child. At least it means that my parents give me lots of attention. They only have me to look after, so they have plenty of time to spend with me. I think some children are spoilt because their parents give them whatever they want, but mine aren't like that. They are quite strict. I wouldn't mind if my parents had another child, though, because I do spend more time than I would like by myself. Sometimes, when my parents are at work, or when I want to play with someone and all my friends are busy I think about it. I wouldn't want a brother, but a sister might be nice. Sometimes I think it would be nice to have someone nearer my own age at home to talk to and share clothes and stuff with. Of course, if I had a sister we would have to move to a bigger house because the house we live in now only has two bedrooms. I wouldn't want to have anyone else sleeping in my room. I've got lots of good friends, so all in all I'm happy being the only child in my family. I think that if you really have a good friend then it's not so bad being an only child.

Tapescript for Exercise 31 (p. 28)

Ss can refer to pp.194-195 of the S's book for the same tapescript.

Speaker 1

I'll never forget that day. I was terrified as I walked through those huge gates and joined the crowd of screaming five-year-olds. I was very shy at that age, so I didn't want to talk to anyone. I stood on my own in a corner of the playground and felt as though I was going to burst into tears at any minute. Luckily, I was soon rescued and taken to my desk, where I could sit and read a book quietly so that no one would bother me! Of course, it got much better after that first experience and I made lots of friends. Now, I honestly believe that those were the best days of my life, but I didn't know that at the time!

Speaker 2

My strongest childhood memory is from when I was six or seven years old. I'd got a brand new bike for my birthday, and I couldn't wait to ride it. It was red and shiny and I was really proud of it. It had been raining outside and my parents wanted me to wait before I tried it out, but of course, I wouldn't take no for an answer. I set off along the path, wobbling bravely on my new bike. Then, the front wheel skidded on a wet patch and I went flying. I had cuts and bruises all over my legs. Look, you can still see one of the scars!

Speaker 3

I thought it was the end of the world when my parents told me that we were going to live in Scotland. My dad had got a job there and it meant that he would earn much more money, but I didn't care. All I thought about was the fact that I would be leaving all my friends behind. I hated the idea of changing schools, too, as I didn't want to have to get used to a whole new set of teachers and children. In the end, though, it wasn't that bad. I was a bit sad for a few weeks, but I soon made new friends and everything was fine.

Speaker 4

I remember, when I was four years old, my father woke me up in the middle of the night. He told me that we were taking Mum to hospital and that I should come too. He dressed me and then helped Mum to go downstairs. We got in the car and Dad drove to the hospital – speeding, if I remember correctly. As soon as we arrived, my mother was taken away and my father and I waited nervously. I don't know how long we waited. It must have been ages, because I know I fell asleep at one stage. Finally, my father was called in. Then we went in and I saw my mum holding a tiny bundle wrapped in a blanket. I looked and saw a little person with a wrinkled face. I couldn't believe it! I had a new brother!

Speaker 5

There are certain things which you never forget. For me, the one occasion which stands out in my memory is the time my parents took me to Italy. I was only about eight years old, but I remember seeing the Colosseum and listening to my big brother telling me about the fights that had taken place there. I was very impressed, I can tell you. I've been there since, but that first visit will always be the most memorable to me.

St's CD
track 3

Chapter 1

The Catastrophe

"Clear the lulla!" was the general cry on a bright afternoon, when all the boys and girls of **Minot's** Village were out enjoying the first good snow of the season. Up and down three long coasts they went as fast as legs and sleds could carry them. One smooth path led into the meadow, and here the little folk congregated; there was a group of lads and lasses sitting or leaning on a bench to rest after an exciting race, and, as they reposed, they amused themselves with criticising their mates.

Here comes Frank Minot, looking as solemn as a judge, and a tall fellow of sixteen spun by, with a look about the mouth and a keen sparkle of the eyes, and a do-or-die expression.

"Here's Molly Loo and Little Boo," sang out another; and down came a girl with flying hair, carrying a small boy on her back, so fat that his short legs stuck out from the sled, and his round face looked over her shoulder like a peep.

"There's Gus Burton; doesn't he go it?" and such a very fast whizzed by, that it looked almost as if his heels were in the top of the hill when his head was at the bottom.

"Hurrah for Ed Devlin!" and a general shout greeted a boy-faced lad with a laugh on his lips, a fine colour on his cheek, and a gay word for every girl he passed.

"Laura and Lotty keep to the safe coast into the meadow, and Molly Loo is the only girl that dares to try the long one to the pond. I wouldn't for the world; the ice is strong yet, though it is cold enough to freeze one's feet," said a timid damsel, who sat hugging a post and trembling whenever a mischievous lad shook the fence.

"But she isn't. Here's Jack and Jill going like fury."

"Clear the track for jolly Jack!" sang the boys, who had nicknames for nearly everyone.

Down came a gay red sled, bearing a boy who seemed all smile and sunshine, so white were his teeth, so golden was his hair, so bright and happy his whole air.

Behind him clung a girl, with black eyes and hair, cheeks as red as her hood, and a face full of

fun and sparkle, as she waved Jack's blue tippet like a banner with one hand, and held on with the other.

"Jill goes wherever Jack does, and he lets her. He's such a good-natured chap, he can't say No."

"To a girl," slyly added one of the boys, who had wished to borrow the red sled, and had been politely refused because Jill wanted it.

"He's the nicest boy in the world, for he never gets mad," said the timid young lady, recalling the many times Jack had shielded her from the terrors which beset her path to school, in the shape of cows, dogs, and boys who made faces and called her 'Fraidcat'.

"He doesn't dare to get mad with Jill, for she'd take his head off in two minutes if he did," growled Joe Flint.

"She wouldn't! She's a dear! You needn't sniff at her because she is poor. She's ever so much brighter than you are, or she wouldn't always be at the head of your class, old Joe," cried the girls, standing by their friend with a unanimity which proved what a favourite she was.

Joe subsided with as scornful a curl to his nose as its chilly state permitted, and Merry Grant introduced a subject of general interest by asking abruptly, "Who is going to the candy-scape tonight?"

"All of us, Frank invited the whole set, and we shall have a tiptop time. We always do at the Minots'," cried Sue, the timid trembler.

"Jack said there was a barrel of molasses in the house, so there would be enough for all to eat and some to carry away. They know how to do things handsomely", and the speaker licked his lips, as if already tasting the feast in store for him.

"Mrs Minot is a mother worth having," said Molly Loo, coming up with Boo on the sled; and she knew what it was to need a mother, for she had none, and tried to care for the little brother with maternal love and patience.

"She is just as sweet as she can be!" declared Merry, enthusiastically.



To write a story we first decide on the type of story, the plot and the main characters. Our story can be a comedy, a spy story, a thriller, an adventure story, a detective story, a fairy tale etc.

Introduction

In the **first paragraph**, we write when and where the event happened, who the people in the story were and what happened first.

Main Body

In the **main body paragraphs**, we describe the events in the order they happened. One of the events should be the climax event. We can use *so*, *because*, *and*, *also* etc to join our sentences or ideas.

Conclusion

In the **last paragraph**, we write what happened in the end and how the people in the story felt. We can use a variety of adjectives or adverbs to make our story more interesting. We normally use past tenses in stories.

Analysing a Model Text

- 41 a. Read the story and fill in the linkers. What tenses has the writer used?

• by the time • while • then • but • as soon as • as

- b. Which scene does the picture show? What happened before/after it? Who do you think the writer is?

The best day of my life



Analysing a Rubric

- 40 Read the rubric and answer the questions.

ENTER NOW AND HAVE YOUR STORY PRINTED IN TEENS!

What is your most unforgettable childhood experience?

Send in your story (120-180 words) for your chance to win a two-week all-expenses paid trip to Disneyland, Paris. Runners-up will receive a one-year subscription to **TEENS**!

Closing date: 10th December.

Results announced: 17th February.

- 1 Where would you see this announcement published?
- 2 What is the announcement about?
- 3 Who are you going to write about?
- 4 What could your story be about?

Whenever I look at that photograph, it takes me back to those early years when every new experience was so important that it was almost unbearable. It was towards the end of the school year – my first year at primary school – that it happened. I had been looking forward to that day with such eagerness.

I can still remember the shouts of the spectators as I went out onto the sports field with my classmates. Earlier that week I had qualified for the finals of the 100 metres. Now, looking around, I was determined to win.

1) **While** I was walking across to the start, I began to feel more and more nervous. I looked at the bustling crowd of spectators, and I saw my proud parents waving enthusiastically. My heart was pounding fast 2) **as** I lined up with the other eager competitors. I felt so excited that my whole body was shaking. I braced myself, took some deep breaths and waited for the signal. 3) **Then** the starting pistol sounded and I set off down the track.

I could hear the crowd shouting excitedly, 4) **but** the noise seemed very far away. I sprinted as fast as I could, not looking at anything except the finishing line. 5) **By the time** I crossed the line I was so exhausted I could hardly breathe. 6) **As soon as** I heard the result announced, I realized I had won! Overjoyed, I collapsed on the soft grass with a broad grin on my face.

"Well done!" said the Headmaster later, as he presented me with the winner's certificate. I had never felt so happy and proud in my life.

- 40 • Read the tip aloud and explain any unknown vocabulary.
 • Read out the rubric. Go through the questions and elicit answers from Ss.

Suggested Answer Key

- 1 In a magazine; on a school notice board
- 2 A story writing competition.
- 3 Myself.
- 4 The time when I met my best friend; something I did for the first time; winning a contest, etc.

- 40 a • Read out the linkers. Allow Ss some time to read the text silently and fill in the missing words.
 • Elicit/Explain the meaning of any unknown words in the text. Then, check Ss' answers by asking some Ss to read from the text. Finally, elicit what tenses have been used. Explain that the story is a first-person narrative.

Answer Key (See overprinted answers)

- b. Ask Ss to look at the picture and answer the questions.

Answer Key

The picture shows the end of the race itself. Before this the writer was lined up with the other competitors, ready to go. After this, he won the race, then he collapsed on the grass. The writer must be the boy in black shorts and a white T-shirt.

- c. Explain the task. Read out the sentences. Ss, in pairs, put them in the correct order. Check Ss' answers.

Answer Key (See overprinted answers)

- 42 a. Allow Ss some time to prepare their answers. Check Ss' answers by asking individual Ss to read out their sentences. Then, ask some Ss to suggest synonyms for the adjectives.

Answer Key (See overprinted answers)

- b. Ss read the story again and underline the phrases. Check Ss' answers. Then ask Ss to suggest other adverbs. Write these on the board. Ss work in pairs and make up sentences using them.

Answer Key

waving enthusiastically, breathing heavily, shouting excitedly

(Ss' own answers)

- c. Elicit the five senses from Ss (*sight, hearing, touch, taste, smell*). Ss read the story again and write down the phrases. Check Ss' answers. Ask what sense each phrase uses.

Answer Key

bustling crowd of spectators (hearing/sight); my heart was pounding (hearing); hear the crowd shouting excitedly (hearing); the noise seemed far away (hearing)

(Ss' own answers)

- 43 a. Read the paragraph aloud and elicit/explain the meaning of any unknown words. Explain the task. Allow Ss some time to rewrite the paragraph in pairs. Then, ask individual Ss to read out their answers to the class. Alternatively, this may be set as written HW.

Answer Key (See overprinted answers)

- b. • Explain the task. Ss underline the correct sentences. Check Ss' answers. Then, ask what sense each word/phrase uses.

Suggested Answer Key

made it difficult to see (sight); brilliant flash of lightning (sight); deafening crash of thunder (hearing); crashed loudly (hearing); looked at each other nervously (sight)

- 44 Explain the task. Ask Ss to read the beginning of the story again and think about the questions. Then, ask individual Ss to try to answer the questions of: who, when, where and what.

e.g. T: Who is the story about?

S1: The writer himself.

T: When does the story take place?

S2: On Sports Day when he was in the first year at primary school, etc

- 45 Go through the theory box and elicit techniques that the writer used. Allow Ss some time to rewrite the paragraphs. Then, ask individual Ss to read out their answers in class.

Suggested Answer Key

At the beginning, the writer refers to his feelings. (e.g. Whenever I look at that photograph it takes me back to those early years when every new experience was so important that it was unbearable.)

At the end, the writer uses direct speech. (e.g. "Well done!" said the Headmaster, as he presented me with the winner's certificate.)

Do you have pleasant memories from your childhood? (beginning)

I was so happy and proud when the Headmaster presented me with my winner's certificate. It was one of the best days of my life. (ending)

- 46 a. Present the plan. Explain the task. Ask questions and elicit answers to complete the plan.

e.g. T: Where were you?

S1: I was in the school yard.

T: When did it happen?

S2: It happened when I was six years old.

T: What happened?

S3: I was watching some children playing with a ball in the school yard.

Suggested Answer Key

Main body

The ball bounced over the fence and into the main road. – Tom Brown went after it. – I ran to get the teacher. – We heard the sound of brakes screeching. – The teacher grabbed Tom just in time.

Conclusion

Tom was okay. – I was praised for acting quickly

- b. Explain the task. Go through each of the items to be included in the text. Assign the task as written HW.

Suggested Answer Key

ACCIDENTAL HERO

I'll never forget that day in the school yard so long ago. It was a dull, grey Friday afternoon – my first year at school – when it happened.

I was bored. I was watching the other children playing in the schoolyard. They were laughing noisily and running around energetically. They were bouncing a ball and having lots of fun.

Suddenly, the ball bounced the wrong way. It bounced over the fence and into the busy main road. Tom Brown went after it. The other children stood and stared in disbelief, but I snapped into action. I ran quickly and told the teacher that Tom was in danger.

Mr Thornton shouted frantically to Tom to stand still, but he stood between two parked cars and didn't hear the urgent warning. He stepped out into the oncoming traffic, and we heard the brakes screech loudly. Fortunately, Mr Thornton grabbed Tom just in time, and he was returned safely to the playground. "Your quick thinking has prevented a nasty accident," said Mr Thornton, "Well done!" I felt happy and relieved that everything was okay.

- 47 • Read out the sentences one at a time and help Ss to interpret them.

Suggested Answer Key

- *It is not easy to be yourself.*
- *It is possible to change the way people think if you believe in something and always live according to these beliefs.*
- As an extension, ask Ss to find similar quotations in their mother tongue and explain them in English.

Sequence of events

Read the story again and put the events in the correct order.

- | | |
|--------------------------------------|----|
| He set off. | 5 |
| The runners lined up for the race. | 3 |
| He finished the race. | 7 |
| He was presented with a certificate. | 10 |
| He walked to the start. | 2 |
| The result was announced. | 8 |
| He went very fast. | 6 |
| The starting pistol sounded. | 4 |
| He collapsed on the grass. | 9 |
| He entered the sports field. | 1 |

Descriptive Techniques

Fill in the adjectives from the story. In pairs, think of synonyms for each adjective.

- | | |
|---------------------|-------------------|
| 1 eager competitors | 5 soft grass |
| 2 proud parents | 6 deep breaths |
| 3 broad grin | 7 starting pistol |
| 4 bustling crowd | 8 finishing line |

Underline the verb/adverb collocations the writer used. Can you think of other adverbs used with these verbs? Write them down, then make up sentences using them.

The writer used his senses to describe the event. Read the story and find examples.

the shouts of the spectators

Use the adjectives and adverbs in the list to make the paragraph more interesting.

• deafening • heavy • winding • brilliant • gloomy • huge

• suddenly • luckily • nervously • loudly • slowly

We were driving **slowly** along the **winding** road through the **gloomy** forest, on the way to my grandmother's house. The **heavy** rain made it difficult to see where we were going. **Suddenly**, there was a **brilliant** flash of lightning followed by a **deafening** crash of thunder. A **huge** tree crashed **loudly** into the road in front of us. **Luckily**, my father stopped the car in time. We all looked at each other **nervously**. What were we going to do now?

Underline the words and phrases that use the senses to make the story interesting.

Beginnings/Endings

Read the beginning of the story in Ex. 41 again. What does the writer say about the place/time his story took place? people involved? event?

To start/end a story you can:

- Use direct speech. (e.g. "Hurry up!" Jim shouted, as he ran down the stairs. "We are going to be late!")
- Ask a rhetorical question. (e.g. Have you ever wondered what it would be like to escape for a day?)
- Refer to feelings/moods. (e.g. It was a bright, clear Sunday afternoon, and I was excited by the thought of the adventure ahead.)
- Use our senses to begin a story. (e.g. The sun was shining brightly, and the birds were singing as Jim pulled on a light jacket and ran out of the house.)

45 What techniques has the writer used to start/end his story? In pairs, rewrite the first and last paragraph using different techniques.

Discuss & Write

46 a. You have read the rubric in Ex. 40 and you have decided to enter the competition. Plan your own story by answering the questions below.

plan

Introduction

(Para 1) Where were you? When did it happen?
What happened?

Main Body

(Paras 2-4) What exactly happened? (List the events in chronological order.)
What was the climax event?

Conclusion

(Para 5) What was the outcome? How did you feel?

b. Write your story. Check you have:

- made your beginning interesting by applying one of the techniques mentioned
- used a variety of adjectives and adverbs
- put the events in the correct chronological order
- ended your story by using one of the techniques mentioned
- given it a suitable title

47 Explain the sentences below in your own words.

Famous words

- It takes courage to grow up and become who you really are. *e e cummings (US poet)*
- Live your beliefs and you can turn the world around. *H D Thoreau (US poet)*

Self-Assessment Module

1

Vocabulary & Grammar

1 Fill in the missing word.

- A fire broke **out** in the school cafeteria last night.
- They're tired. They **have** been painting all morning.
- Are you **having** a good time, Jim?
- Bill is nineteen, so he's still in his **teens**.
- When he reached 65 he **retired** from work.
- Oh no! I haven't finished my homework **yet**!
- He usually **mows** the lawn on Sundays.
- Peter was washing the dishes **when** the phone rang.
- Is** Janet thinking of moving to Italy?
- We **used** to play football every day when I was a teenager.
- Jason was accused **of** cheating on the test.
- Did you know that John was dismissed **from** his job?
- I don't know how she copes **with** a full-time job and a family.
- I go to the theatre once in a **blue** moon.
- Sarah was cleaning the attic when she came **across** her grandmother's silver necklace.
- Because of a childhood illness she **lost** her hearing. Now she can't hear at all.
- My wallet has disappeared into **thin** air!
- Reading my old diaries always **brings** back memories of my childhood.
- I'm afraid I just don't approve **of** this kind of behaviour!
- The fans got really carried **away** when Beckham scored a goal.

(10 marks)

2 Circle the correct item.

- They couldn't find what they wanted, so they had to build it from
A begin B scrape **C scratch** D first
- Her leaped when she heard the news.
A head **B heart** C mind D stomach
- She is very pretty, with rosy and big eyes.
A nose B mouth C face **D cheeks**
- My new flat has central, so it's really warm.
A heating B system C wardrobe D parking
- Jane became as she was waiting for Tom to turn up.
A easy-going **C impatient**
B exhausted D depressed

- Listen! A siren is
A barking **B wailing** C crashing D splashing
- Ann has got frizzy hair and a chin.
A wide **B pointed** C crooked D spiky
- Bill has got a wide and wrinkles.
A forehead B build C chin D face
- Jim has come the flu, so he won't be able to come.
A down with B up with C on with D in with
- He gives private lessons for a small
A fee B money C payment D receipt

(10 marks)

Use of English

3 Complete the second sentence using the word in bold. You can use two to five words including the word given. Don't change the word given.

- It's a month since he started working here.
been He **has been working here for** a month.
- How long is it since you went to Russia?
ago How **long ago did you go** to Russia?
- Their new album will be on the market next month.
out Their new album **will come out** next month.
- She succeeded in passing her exams.
managed She **managed to pass** her exams.
- They haven't been out for months.
ages It's **been ages since they went** out.

(5 marks)

4 Fill in the correct word derived from the word in bold.

- Jim seems to have **financial** problems. **FINANCE**
- Jenny is an **attractive** woman in her early thirties. **ATTRACT**
- They decided to have a **security** system installed. **SECURE**
- He was **unable** to find a solution so he asked for help. **ABLE**
- After **graduation** he started looking for a job. **GRADUATE**

(5 marks)

5

- it
- the
- to
- ✓
-
- ✓

(5 marks)

Communication

6

- A: Hi Ben, it's Janet. 1) **How are you?**
B: Oh hi, Janet. I'm fine. How 2) **are you?**
A: I'm okay. Look, are you busy on Saturday night?
B: No, as a matter of fact, I'm not.
A: I'm having a party at my house. Would 3) **you like to come?**
B: I'd love to. 4) **What time?**
A: Anytime after 8.
B: Sounds great. 5) **See you** on Saturday, then.
A: I'll be there.

(5 marks)

7

- 1 A: What does she look like?
B: She's got short fair hair and green eyes.
- 2 A: Mr Smith, this is Mrs James.
B: How do you do? It is a pleasure to meet you.
- 3 A: Where is the post office?
B: It's on Apple Street, five minutes from the tube station.
- 4 A: Hello, Mr Smith. Can I help you?
B: Yes. I've got a problem with the roof.
- 5 A: What's your address, please?
B: 21 Blueberry Street.

(5 marks)

Listening

8

type of home, location, size, furniture, etc

CD 1 track 27

- b. Listen and match the speakers (1-5) to the statements (A-F). Use the letters only once. There is one extra letter which you do not need to use.

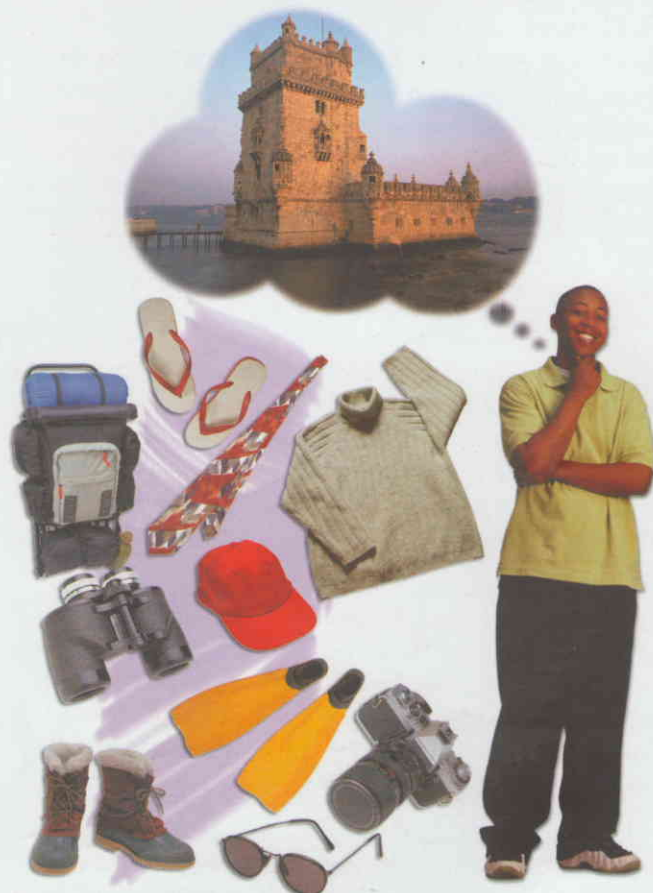
- | | | | |
|---|-------------------------------|---------|---|
| A | Memories of unusual houses | Speaker | B 1 |
| B | Hand-made furnishings | Speaker | C 2 |
| C | Large but almost empty | Speaker | F 3 |
| D | Built for another purpose | Speaker | A 4 |
| E | Expensive fittings everywhere | Speaker | D 5 |
| F | An escape from city life | | |

(10 marks)

Speaking (prioritising)

9

(See Suggested Answers Section)



Useful phrases

Inviting speaker:

- What do you think?
- Isn't that right?
- Don't you agree?

Agreeing/Disagreeing:

- I couldn't agree more.
- I think you're wrong.
- Yes, you're right.
- I don't agree.

(10 marks)

Reading

- 10** You are going to read a brief summary of the book "Black Beauty". Choose the most suitable heading from the list (A-H) for each part (1-6) of the article. There is one extra heading which you do not need to use. There is an example at the beginning (0).



BLACK BEAUTY

THE LIFE OF A HORSE IN NINETEENTH CENTURY ENGLAND

Anna Sewell (1820-1878) wrote only one novel during her lifetime, a book describing the life of a beautiful, black horse, Black Beauty. Sewell was very concerned about animals and used the book to write about the terrible treatment of horses in England at the time. The book is written from the point of view of the horse, which helps us to understand the influence that good and bad treatment had on the horses in the story. Black Beauty had a great effect on the treatment of animals and changed the way that people thought about horses.

0 D

Black Beauty spent his early years in a picturesque, green field with his mother and some other young colts. When it was time for him to be trained to serve men, he was gently and patiently broken in by his master. He learned to wear a saddle and bridle, and carry a human quietly on his back.

1 H

Black Beauty learnt about the way horses can suffer because of men very early in life. He witnessed a hunting expedition in which a horse was pushed too hard and fast by an inexperienced and overconfident rider. The consequences were tragic. The rider took a fall that killed him and the fine horse broke his leg and was then shot.

2 B

At his next home, one of the horses with whom he shared a stable had the reputation of being wild and aggressive. This horse, Ginger, said this was because she had been treated very badly at a young age. Ginger was taken away from her mother, not long after birth, and was trained to work, in a very rough manner, by men who did not care for horses. Although her new master and his employees were very kind, she could not help being suspicious of men.

3 E

Black Beauty's kind owner was forced to move abroad for the sake of his wife's health. This marked the beginning of a string of owners with different personalities. Some were well-intentioned but allowed their grooms full control of their

animals. Unfortunately, in Black Beauty's case, this often proved to be harmful. He was often either neglected or misused.

4 F

Fortunately, after some time Black Beauty was bought by Jerry Barker, a kind cab owner. There, he was treated very well. Although being a cab horse was very hard work, Black Beauty always did his best because he enjoyed pleasing his master. Black Beauty was very well cared for. He was given good food to eat, a warm stable to sleep in and lots of kind words. Black Beauty learned many things from his new owner, such as the advantages of not being greedy and of being fair and kind to all creatures. Black Beauty spent a couple of very happy years there.

5 A

This pleasant life came to a sudden end when Jerry was forced to sell his horses. After several other owners, Black Beauty was sold to Nicholas Skinner. He had to work every day with no rest, insufficient food and poor accommodation. Although he was still a cab horse, it was a different world. Black Beauty's various drivers would swear at him and whip him. Eventually, Black Beauty became very ill from all this hard work and bad treatment. His owner wanted to have him killed when he could no longer do the job. Luckily, a vet convinced Skinner to allow Black Beauty to rest and recover, and then sell him, so that he would make a bigger profit. The owner agreed to have the horse's life spared, but only for the sake of money.

6 C

After spending years on London's streets, Black Beauty's next home was a pleasant farm, with a caring master. After nursing him back to good health, the farmer decided that Black Beauty needed to be in a place more appropriate than a farm. He sold Black Beauty to two kind young sisters, who lived on a pleasant country estate with a large, green meadow. Here the weary but content horse finally found the rest and peace of mind that he so desired and deserved.

- A A cruel and greedy owner
- B Unable to trust
- C Time to take it easy
- D A gentle teacher
- E In the wrong hands
- F Hard but satisfying work
- G Life as a cart horse
- H A fatal accident

(15 marks)

Writing a first-person narrative

- 11** Use the notes to write a short story entitled "**A Day Out to Remember**" (120-180 words). Use the notes as well as your own ideas.

(See Suggested Answers Section)



Introduction

(Para 1) *one afternoon last summer – friend came to your home – invitation – a bike ride*

Main Body

(Para 2) *made sandwiches – set off – early morning – country lanes – open fields – nice weather*

(Para 3) *field – stop for lunch – picnic – bull ran at us – left picnic – ran away – bull ate sandwiches – we watched from a distance*

Conclusion

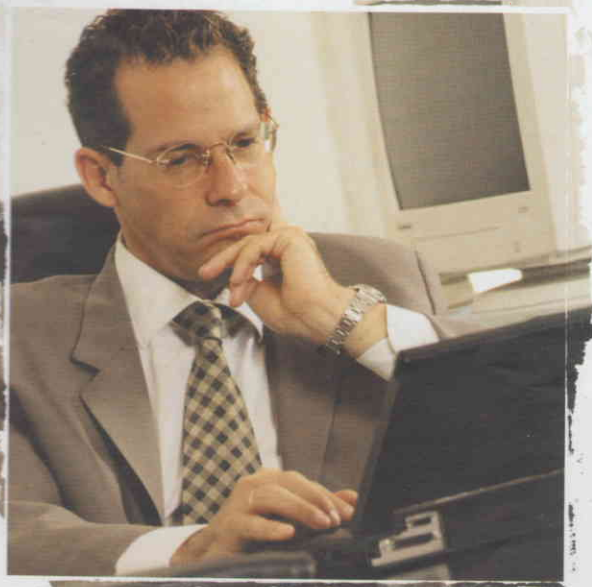
(Para 4) *hours later – back home – felt happy – tired – very hungry*

(20 marks)

(Total = 100 marks)

- 12 a.** Look at the picture. What could Jimmy be dreaming about?

promotion, own business, buying a house, etc



- b.** What are your dreams? What do you think you should do to make them come true?

(Ss' own answers)

Sing Along!

CD 4, track 28
C. Listen and fill in. Then, listen again and sing.

Jimmy worked in an office
From eight o'clock 1) *till* four
His job was satisfying
But he 2) *longed* for something more

He was waiting for a sign
And he knew there'd
come a time
When a turning point
would change his life
And bring a chance
for him to shine

Jimmy had an old guitar
People
3) *loved* to hear him play
And he knew he could be
4) *famous*
If he could only find a 5) *way*

He was waiting for a sign ...

When Jimmy played at a party
His dream 6) *life* became real
A 7) *record* producer heard him
And offered him a 8) *deal*

He was waiting for a sign ...

Jimmy made a record
It went straight to 9) *number* one
He'd found the life he wanted
He'd found his 10) *place* in the sun

He'd been waiting for a sign ...

A TURNING POINT



Progress Update

How do you rate your progress? Tick (✓) the box that applies to you.

	Excellent ****	Good ***	OK **	Could do better *
Vocabulary & Grammar				
Listening				
Speaking				
Reading				
Writing				
Communication				

Travel Broadens the Mind



Lead-in

- 1 a. How is the title related to the pictures? In which continent is each place in the pictures? What do you know about these places? Have you ever visited them? Which would you like to visit? Why?
- b. Which of the following do you think you can do in each place? You can add your own ideas.
- visit galleries/museums/ancient castles/historical sites
 - see animals in their natural environment
 - go scuba diving/snorkelling/hiking/kayaking/white-water rafting
 - walk along white sandy beaches
 - try delicious local cuisine
 - see spectacular falls
 - take leisurely strolls
 - buy handmade souvenirs

- see people in traditional dress
- admire interesting architecture

In Russia you can visit galleries, museums, ancient castles and historical sites. You can also ...

CD2
Track 2.1

- a. Listen and match the people to the type of holiday. Which of the places in the pictures is each person going to?

Carl (Russia)	→	adventure holiday
Sonya (Australia)	→	cultural holiday
Rick (The Czech Republic)	→	package holiday
Moirá (Canada)	→	island holiday

- b. Listen again and write down what each person is going to do, then make up sentences, as in the example.

Carl is going on a cultural tour of Russia. He is going to visit the Hermitage Museum.

- c. Where do you like spending your holidays: by the sea? on an island? Why? Which country would you most like to visit? Why?

Objectives

Reading: multiple matching; reading for specific information; scanning a text
Vocabulary: weather; holidays; holiday troubles; traveller's tips; festivals
Grammar: future tenses; conditionals types 0 and 1; the definite article
Use of English: prepositions; phrasal verbs (cut, do); multiple choice cloze; error correction; key-word transformations; idioms and fixed phrases
Listening: listening for specific information; listening for gist; deducing meaning; note taking; multiple matching; listen and tick; multiple choice; True/False/Doesn't say
Speaking: predicting the weather; deciding on holiday destinations; discussing holiday activities; describing holiday experiences; giving advice; describing a festival; discussing weekend activities; inviting, accepting and refusing; cancelling a hotel reservation; renting a vehicle; comparing and contrasting natural features
Pronunciation: short answers
Writing: a semi-formal transactional letter; an article

2. a. Read out the title. Explain that it is a proverb. Elicit what the proverb means. (*You can learn a lot about the world and its people by travelling.*) Ask Ss to look at the pictures and read the names of the places. Elicit how the title is related to them. (*If you travel and visit new places, you get to know other people's habits, customs, culture, etc, therefore you expand your knowledge.*) Elicit the names of the continents (*Asia, Africa, North America, South America, Antarctica, Europe and Australia*) and write them on the board. Elicit the continent in which each country is located. (*Australia is in the continent of Australia. The Czech Republic is in the continent of Europe. Russia is in the continents of Asia and Europe. Canada is in the continent of North America.*) Elicit further information about each place from Ss around the class. Ss may use an atlas or encyclopaedia if available.

Suggested Answer Key

- In Russia you can visit museums and art galleries or enjoy a ballet performance.
- In Australia you can swim in crystal clear waters and sunbathe on sandy beaches. You can also see kangaroos.
- In the Czech Republic you can visit museums or walk along the cobbled streets.
- In Canada you can enjoy magnificent scenery, snow-capped mountains and huge lakes.

- Then, Ss work in pairs and discuss which places they would like to visit and why. Ask some pairs to present their dialogues in class.

Suggested Answer Key

- A: *The place I'd like to visit most is Russia. I get very excited about this country's long history.*
 B: *That's true. Its culture is fascinating too, and I've read that the people there are warm and friendly, etc*

- As an extension, Ss can research one of the countries in the library/on the Internet and make a poster. Posters can be displayed in the classroom.

- b. Go through the list of prompts and explain any unknown vocabulary. Ss answer the questions.

Suggested Answer Key

- A ... see the beautiful natural scenery and admire the interesting architecture. You can also try the local cuisine and buy handmade souvenirs.
 B In Australia you can see animals in their natural environment. You can visit the beach resorts and the many nearby islands. You can also visit many other natural sites.
 C In the Czech Republic you can visit galleries, museums, ancient castles and historical sites. You can also take leisurely strolls, admire interesting architecture and see people in traditional dress.
 D In Canada you can see animals in their natural environment. You can also go kayaking, white water rafting or hiking and see spectacular falls.
- 2 a. Read out the prompts. Play the cassette. Ss listen and match the people to the type of holiday. Check Ss' answers. Elicit where each person is going.

Answer Key (See overprinted answers)

- b. Play the cassette again. Ss listen and write down what each person is going to do in each place.

Suggested Answer Key

He is also going to visit the **Grand Palace**, take a **tour of the gardens and pavillions** and get tickets for the **Kirov Ballet**.

Sonya is going on an island holiday in Australia. She is going to walk along the **beaches** and **go surfing**. She is also going to **go snorkelling** and **scuba diving** and go on a **glass bottom boat tour**.

Rick is going to the Czech Republic on a package holiday. He is going to visit **ancient castles** and admire the **architecture**. He is also going to visit **traditional villages**. He is going to see people in **traditional costumes** and eat **traditional food**.

Moira is going to Canada for an adventure holiday. She is going hiking and she will see **lots of animals**. She is also going **kayaking** and **white-water rafting** and she is going to see the **Niagara Falls**.

- c. • Elicit answers from Ss around the class.

(Ss' own answers)

- As an extension, Ss can design a travel brochure/poster for the place they would most like to visit. Ss collect information about what a visitor can do/see there. Ss can decorate their brochures/posters with pictures.

Tapescript for Exercise 2a (p. 38)

Ss can refer to p.196 of the S's book for the same tapescript.

Carl

I've been dreaming about going to Russia for ages. When I was young, I read a book about St Petersburg, the Venice of the north, and since then I've had a yearning to actually see it for myself. At last, I'm off – the day after tomorrow. It's a cultural tour so we'll spend lots of time at the Hermitage Museum, the largest art gallery in Russia. We'll also visit the fabulous Grand Palace which dates from the 18th century and take a tour of the gardens and pavillions that are scattered through the park. St Petersburg is the home of the Kirov Ballet, too, so I'm definitely going to try to get tickets. I can't wait. It's going to be a fantastic trip.

Cont. p. 39(T)

- 3 a. Read the title of the article and the subheadings aloud. Elicit what country the places are in (*England*) and what information Ss would expect to find in the texts.

Suggested Answer Key

I would expect to read about the facilities available at the different places, as well as interesting sites to visit and things to do in the surrounding area of each place.

- b. • Explain the task. Ss form their questions using the key words given.

Suggested Answer Key

*Where is the hotel situated? Is it modern?
Is it close to the shops? Does it have room service?
Is it in the countryside? What activities can you do?
Is it by the sea? What facilities does the hotel have?*

- As an extension, brainstorm words related to hotels (*receptionist, book a room, room service, maid, swimming pool, four-star hotel, etc.*).
- c. Present the tip and explain the task. Do the example with Ss. Ask Ss to scan the texts and underline the key word **hotel**. The text which does not contain this word is the answer to the question. Allow Ss three to four minutes to silently read the texts. Do question 1 with Ss, then Ss, in pairs or on their own, complete the task. Check Ss' answers.

Answer Key (See overprinted answers)

- d. Help Ss to explain the words in bold by giving examples or synonyms. Ss may look up synonyms for the highlighted words in their dictionaries. Check Ss' answers around the class.

Suggested Answer Key

<i>stylish: chic</i>	<i>fascinating: interesting</i>
<i>trendiest: most fashionable</i>	<i>experience: feel</i>
<i>sample: try</i>	<i>fans: admirers</i>
<i>dine: eat</i>	<i>wander: stroll</i>
<i>situated in: located in</i>	<i>appeal to: interest</i>
<i>amazing: wonderful</i>	<i>alike: similar</i>

- e. • Ss work in pairs and discuss the questions. Ask some pairs to act out their dialogues in front of the class.

Suggested Answer Key

- A: *I'd like to stay at the Radisson SAS Portman Hotel in London because it's a luxurious hotel with lots of facilities. What about you?*
- B: *Well, luxurious hotels aren't to my taste. I prefer small quiet hotels in the countryside. I'd choose to go to Old Oxenhope Hall Cottage. etc*

(Ss' own answers)

- Remind Ss to practise *Reading aloud* using the S's CD/ cassette. Ss listen to the text and follow the lines. Ss listen again with pauses, then read out from the text.
- 4 a. Write the headings on the board in a table. Elicit answers from Ss to complete the table. Then, Ss copy this table into their notebooks and use the notes to talk about one of the hotels. Ask some Ss to report back to the class.

Suggested Answer Key

Name: Radisson SAS Portman Hotel

Location: Central London

Description: deluxe four-star hotel

Facilities: cable TV, extensive room service menu, fully equipped gym, two restaurants

Things to see/do: go shopping in Oxford Street, visit Buckingham Palace and the Houses of Parliament

Radisson SAS Portman Hotel in central London is a deluxe four-star hotel. It has got cable TV, an extensive room service menu, a fully equipped gym and two restaurants. During your stay there you can go shopping in Oxford Street, or visit Buckingham Palace and the Houses of Parliament.

- b. Explain the task. Ss complete the task. Alternatively, this task can be set as written HW. Ss can illustrate their short article and present it to the class.

Suggested Answer Key

Name: Balmoral Hotel

Location: Edinburgh

Description: luxury five-star hotel

Facilities: real fireplaces, excellent restaurant, cable TV, gym, swimming pool, sauna and steam room

Things to see/do: visit Edinburgh Castle, shop in the city centre, go and see a play

The Balmoral Hotel in Edinburgh is a luxury five-star hotel. It has got real fireplaces, an excellent restaurant and cable TV as well as a gym, a swimming pool and a sauna and steam room. During your stay there you can visit Edinburgh Castle and go shopping in the city centre or you can go and see a play.

Tapescript for Exercise 2a (p. 38) Cont.

Ss can refer to p.196 of the S's book for the same tapescript.

Sonya

I've always wanted to visit Australia and finally this year I've managed to save up enough money to do it. It's going to be brilliant! I'm flying in to Cairns and then I'm going to visit Dunk, Lizard and Bedarra Islands. I can't wait to walk along the white sandy beaches and go surfing off the beach. I'm going to go snorkelling and scuba diving around the Great Barrier Reef. There's a glass bottom boat tour that I'm going to take too. I'll see lots of exotic tropical fish and the spectacular coral gardens in the reef. The highlight of my holiday though, is definitely going to be swimming with the giant potato cod on Lizard Island. I may even get the chance to touch it!

Rick

I'm going to the Czech Republic this year. It's somewhere that I've never been but I've heard good things about it and my travel agent set me up with a really good package deal. I'm going to stay in Prague for two days and visit the historic Prague Castle with its magnificent gallery and treasury. I'm going to sit in the Old Town square and admire the interesting mix of different styles of architecture that Prague's famous for and visit some of the museums. Then I'm going to visit one or two of the many medieval chateaux and ancient castles in Bohemia and some picturesque traditional villages where people still wear traditional folk costumes. I'll be eating lots of traditional food while I'm away too, like goulash, dumplings and sauerkraut. I can't wait!

Moir

I'm a very active person and not the sort who can sit still for very long, so that's why I'm going to Canada. I'm going hiking through the forests and mountains near Lake Superior where I expect to see lots of animals like moose, deer, beavers and maybe even a bear! It'll be great to enjoy the beautiful unspoilt countryside. I'll be camping out every night, which I think adds to the adventure. I'm going to visit Algonquin Park and spend a few days crisscrossing the park's many trails. Then, I'm going kayaking and white-water rafting and after that I am going to see the spectacular Niagara Falls. I am really looking forward to it. It's going to be the trip of a lifetime!

TIP

Read the questions carefully and underline the key words. Scan the texts for the information you need. As you are reading, underline parts of the texts which are related to the questions. When you finish reading, go back to the questions and try to answer them one by one referring to the texts. Keep in mind that some information may be rephrased.

Reading

3 a. Look at the subheadings of the article. In which country are these places situated? What information do you expect to read?

b. Ask questions about the hotels, using the key words: situated? shops? countryside? sea? modern? room service? activities? facilities?

c. Read the article and answer the questions 1-13. Write A, B, C or D.

Which place(s):

- is not a hotel?
☐ D
- are perfect for a luxury break?
☐ 1 A ☐ 2 B
- offers the chance to visit a famous person's home?
☐ 3 D
- is situated on a hill?
☐ 4 C
- are not far from shops?
☐ 5 A ☐ 6 C
- offers the chance to eat outdoors?
☐ 7 B
- is suitable for fitness fanatics?
☐ 8 A
- is near the sea?
☐ 9 C
- is not in the countryside?
☐ 10 A
- was built more than 100 years ago?
☐ 11 B ☐ 12 C ☐ 13 D

- d. Read the article again and explain the words in bold. Then, give a synonym for the highlighted words. Can you find any words in the text similar to your language?
- e. Which place would you like to stay at? Why?

Getting away from it all

ST's CD track 4

3

A Radisson SAS Portman Hotel, London

For those who enjoy the **finer things in life**, a break at the Radisson SAS Portman Hotel will be right up your street. This deluxe four-star hotel is just a minute's walk away from Marble Arch and a **stone's throw** from the **stylish** boutiques of Oxford Street. After spending a day shopping and sightseeing in London's **trendiest** area, you can relax in your room, watch cable TV and enjoy something from the **extensive** room service menu. At this hotel, you will also be in the ideal place to visit the many sights of London such as Buckingham Palace and the Houses of Parliament. You must also be sure to allow yourself the time to enjoy the leisure facilities of the hotel itself. The hotel has a **fully equipped** gym and two fantastic restaurants where you can **sample** gourmet cuisine.

B Langley Castle Hotel, Northumberland

For a touch of medieval magic why not take the time to visit Langley Castle Hotel. Set in its own ten-acre **woodland** this fabulous castle hotel **dates back** to 1350. All guest rooms have got private facilities and are luxurious. Some have special features such as four-poster beds, **stained glass** windows and window seats. The hotel is the perfect base from which to explore Hadrian's Wall and the Northumberland countryside, as well as the Scottish Borders and the Lake District. At night, relax in the hotel lounge in front of the **roaring** log fire or **dine** in style in the **award-winning** restaurant. During your stay, you can go hot-air ballooning or try your hand at **archery**. You can even have a picnic especially prepared for you by the hotel's chefs. However you choose to spend your time, you will never forget your stay.

C The Metropole Hotel, Cornwall

This Victorian Hotel, **situated in** one of the most **scenic** areas of the British Isles, stands on a hilltop with an **amazing** view out over Padstow Harbour. Walk along the **waterfront** or one of the area's many **unspoiled** beaches. Try some fabulous seafood – the local speciality. Wander through Padstow's narrow streets and buy some **handmade** souvenirs from one of the many colourful shops. This is an area with a **fascinating** history. Take a short trip to Tintagel where you can visit the ruins, claimed to be those of the legendary King Arthur's castle. You can end the day with a swim in the hotel's heated outdoor pool. The Metropole Hotel is ideal for those who want to **experience** the mystery of Cornwall.

D Old Oxenhope Hall Cottage, West Yorkshire

Fans of English Literature should not miss the opportunity to spend a few days at Old Oxenhope Hall Cottage. This attractive 17th century building is just five minutes from the village of Haworth, where the famous Brontë sisters lived. Their house, *Haworth Parsonage*, is **open to the public** and is well worth a visit. The **moors**, where they would **wander** for hours, are perfect for those who enjoy walking. The cottage itself is fully **self-contained** and has been **restored** to a high standard of comfort. It is furnished with all the **modern conveniences**, and will certainly **appeal to** history lovers and **aspiring** writers **alike**.

Follow-up

- 4** a. Read the article again, choose one hotel and make notes under the headings below. Then, use your notes to talk about it.
- name • location • description • facilities • things to see/do
- b. Make notes under the same headings for a place you have stayed on holiday. Then use your notes to write a short article about it. You can use the article in Ex. 3 as a model.

Vocabulary Practice

Weather

- 5 a. Listen to the weather forecast and fill in the gaps, then talk about the weather in these places.



Havana: hot, dry, **sunny**, temperature high thirties



Hong Kong: rainy season, hot, **humid**, temperature 35°C



Cape Town: wet, **cool**, temperature below freezing



Geneva: warm, dry, **breezy**, temperature 18°C

In Havana it's hot, dry and sunny. The temperature is in the high thirties.

- b. Imagine you are a weather reporter. Report tomorrow's weather.

☁️ **snowy** ☀️ **sunny** ☁️ **rainy** ☁️ **cloudy** ☁️ **foggy**

35°C boiling hot; 30°C hot; 25°C warm; 15°C cool; 10°C chilly; 5°C cold; -5°C freezing cold

Athens ☁️ 15°C	Istanbul ☁️ 10°C	Moscow ☁️ 4°C
Barcelona ☀️ 17°C	Kiev ☁️ 8°C	Prague ☁️ 5°C
Budapest ☁️ 10°C	Madrid ☀️ 20°C	Singapore ☁️ 33°C
Chicago ☁️ 2°C	Milan ☀️ 17°C	Warsaw ☁️ 12°C

It will be cool and rainy in Athens with a temperature of 15°C.

Holidays

- 6 In pairs discuss which of the items below you would pack if you were going to each of the places in Ex. 5a.

sunglasses umbrella boots gloves
rucksack goggles insect repellent
T-shirt money belt umbrella
sandals shorts first aid kit credit card
guidebook swimsuit binoculars
sunscreen laptop computer mobile phone
camera hairdryer raincoat

A: If I visited Cape Town, I would definitely take my boots because it is cold and wet there.

B: I couldn't agree more. A raincoat is absolutely ...

- 7 What type of holiday suits you best? Do the quiz to find out.

HOLIDAY QUIZ

- How do you feel when you go shopping or sightseeing during your holiday?
A trapped
B hot and bothered
C excited
D bored
- You're trying to enjoy your holiday but the weather is terrible. What do you do?
A Get out into the countryside.
B Stay in and get warm with a cup of tea.
C Take your umbrella and do some window shopping.
D Pack up and go home.
- You're staying in an old family friend's house for your summer holiday. How do you thank them?
A Invite them on an adventure weekend.
B Invite them to your house for a long weekend.
C Invite them for a weekend out on the town.
D Invite them to a health spa.
- A friend suggests a trip to a country you've never visited before. What do you ask him about first?
A the national parks
B the beaches
C the nightlife
D the best restaurants
- What's your ideal spring break?
A Walking over the rugged Yorkshire moors.
B Wandering along the beach in Tahiti.
C A stopover in New York city.
D A luxurious Mediterranean cruise.

Now check your answers

Mostly A's, you enjoy adventure and wide open spaces. You would be happiest out hiking in rocky mountains, canoeing across deep blue lakes or camping under the stars in the middle of a green forest.

Mostly B's, you enjoy gentler pastimes. You would be happiest somewhere where you can relax. A secluded mountain resort or a sandy, palm-fringed beach where you need do nothing but lie back and relax is the perfect spot for you.

Mostly C's, you want to be with people. You would be happiest in a bustling city centre where you can fill your days shopping in elegant boutiques and your evenings sampling the non-stop nightlife of the area's trendiest hot spots.

Mostly D's, you appreciate comfort and luxury. Glamorous resorts, upscale hotels and first-class cruises were created with you in mind. Your holidays are the time when you want to experience all the finer things in life.

- 5 a. Read the heading. Elicit words related to it from Ss. (*windy, freezing cold, below 0°C, cool, it's raining, etc*) Explain that Ss are going to listen to a weather report. Ask Ss to look at the pictures and read the prompts. Play the cassette, Ss listen and write down the missing words for each place. Check Ss' answers. Ss then use the prompts and their answers to talk about the weather in each place.

Answer Key (See overprinted answers)

In Hong Kong it is the rainy season and it is hot, humid and sticky with a temperature of 35°C.

In Cape Town it is wet and cool with temperatures below freezing.

In Geneva it is warm, dry and breezy with a temperature of 18°C.

- b. • Go through the list and elicit/explain the meanings of the words. Review place names in the table and help Ss locate them on a map. Allow Ss two minutes to prepare their answers. Then ask some Ss to present their forecasts for different cities to the class.

Suggested Answer Key

It will be cool and sunny in Barcelona with a temperature of 17°C.

It will be chilly and cloudy in Budapest with a temperature of 10°C.

It will be cold and snowy in Chicago with a temperature of 2°C.

It will be chilly and rainy in Istanbul with a temperature of 10°C.

It will be chilly and rainy in Kiev with a temperature of 8°C.

It will be warm and sunny in Madrid with a temperature of 20°C.

It will be cool and sunny in Milan with a temperature of 17°C.

It will be cold and cloudy in Moscow with a temperature of 4°C.

It will be cold and cloudy in Prague with a temperature of 5°C.

It will be boiling hot and rainy in Singapore with a temperature of 33°C.

It will be chilly and foggy in Warsaw with a temperature of 12°C.

- As an extension, Ss can design a similar table for towns/cities in their own country and say the weather forecast.
- 6 • Read out the list of items and elicit/explain the meaning of any unknown words.
- Explain the task and read out the example. Allow Ss two minutes to complete the task, then ask individual Ss to read out their answers.

Suggested Answer Key

A: *If I visited Havana, I would definitely take my sunglasses, shorts, T-shirt and sandals because it is hot and dry there.*

B: *I agree. I'd also pack sunscreen because it's very hot and sunny there.*

A: *If I visited Hong Kong, I would definitely take my umbrella and raincoat because it is the rainy season there.*

B: *An insect repellent is needed too as it's so humid.*

A: *If I visited Geneva I would take a camera because there is a lot of beautiful scenery there.*

B: *I'd also take walking shoes as you can go walking in the countryside.*

- 7 • Explain what a quiz is and how it works. Explain the task. Read out each question and Ss circle their answers. At the end of the quiz do a quick survey of the class to see how many Ss scored mostly As, Bs, Cs or Ds.

(Ss' own answers)

- As an extension, Ss work in pairs and make up their own holiday quiz.

Tapescript for Exercise 5a (p. 40)

Ss can refer to p.196 of the S's book for the same tapescript.

Weather forecaster:

Good afternoon. I'm Gail Winters with the weekly worldwide weather forecast. Let's start off in Latin America. Here, you can see Havana, Cuba, where the weather is beautiful at the moment. Anyone heading off to Cuba for their holidays this summer will be pleased to hear that this is the perfect time to go. There are no signs of the tropical storms which sometimes hit the island at this time of the year. It's hot, dry and sunny, with temperatures expected to be in the high thirties all week. Taking a look at the rest of the continent, now, you can see that ... (fade) ...

... we're going to head right across the Pacific Ocean now and take a look at Hong Kong where it's the beginning of the rainy season and the rains are expected at any time, although they haven't arrived yet. At the moment, it's very hot and humid there with temperatures reaching 35°C. The weather is also fairly hot and sticky in the rest of Asia ... (fade) ...

... let's move down into the southern hemisphere again and see what the weather is like in South Africa. Now, as you can probably tell from the chart, the rain has certainly arrived here. On the west coast the weather is very wintry indeed. In Cape Town it has been raining and windy all week. They're having very wet, cool weather there and last night the temperature fell to below freezing for the first time this year. The temperatures are much the same throughout the rest of South Africa ... (fade) ...

... so we'll head back up to Europe for a look at the weather there. As you can see, the weather in the Swiss Alps here is very mild at the moment. I know many people hear the words "Swiss Alps" and conjure up images of snow on the mountains and all the great skiing that goes with it, but at this time of the year the climate is much more pleasant, although it can be quite changeable. In Geneva today it is warm and dry, if a little bit breezy. A high temperature of 18°C is expected. So to take a quick look at the rest of Europe, then, ... (fade) ...

- 8 Ss work in pairs and do the exercise. Check Ss' answers and explain any unknown words. Ss then talk about the place they spent their last holidays.

Answer Key (See overprinted answers)

Suggested Answer Key

Last year I went to Spain. It was fantastic. I spent a lot of time looking around trendy shops and buying presents. I also sampled the local cuisine. It was delicious.

- 9 a. Play the cassette twice. Ss do the exercise. Check Ss' answers.

Answer Key (See overprinted answers)

- b. Ss listen and complete the spidergrams. Check Ss' answers, then allow Ss some time to make up sentences for each place. Check Ss' answers by asking individual Ss to read out their sentences.

Suggested Answer Key

Hotel: room service, swimming pool, gym, staff, manager, restaurant

Cruise liner: pool, experienced crew, set sail, on board, passenger, pool

Caravan: fully-equipped kitchen, home comforts, tour

Hostel: cooking facilities, communal dining halls, share rooms, bunks, sleeping bags

(Ss' own answers)

- 10 a. Read out the prompts. Play the cassette. Ss do the exercise. Elicit other unpleasant holiday experiences from Ss.

Answer Key (See overprinted answers)

- b. Various Ss talk about their own experiences.

Writing (p. 41)

- Explain the task. Elicit phrases Ss need to use in their writing task (*express dissatisfaction, was disappointed, to make matters worse, overcharged, written apology, partial refund*)
- Elicit the plan Ss need to follow and write it on the board.

Suggested Plan

Introduction (Para 1): reason for writing – exact dates of stay

Main Body (Para 2): complaints

Conclusion (Para 3): restate complaint – state action expected to be taken

- Help Ss to do the task orally in class, then assign it as written HW.

Suggested Answer Key

Dear Sir,

I am writing to express my dissatisfaction with my recent stay at the Milton Hotel. I stayed at the hotel from 7th May to 14th May this year.

While I was happy with the spacious room and pleasant, quiet atmosphere, I am afraid that the food, which I ordered from room service, was not of the quality that I would expect. The meal I received was dreadful. The soup was watery, and the main course was cold. To make matters worse, I feel that I was overcharged for this meal.

As you can imagine, I was extremely disappointed. I believe that I am entitled to at least a partial refund and a written apology. I hope that this matter can be dealt with promptly.

*Yours faithfully,
Tim Laurie*

- 11 a. Read out the example. Focus Ss' attention on the use of the conjunctions (*• in case + present tense • so that + subject + can ...*). Ss complete the exercise. Check Ss' answers.

Answer Key

- 3 – d *Take out travel insurance in case any of your belongings are lost or stolen.*
- 4 – c *Find out the local address of your country's embassy or consulate in case something serious goes wrong at your destination.*
- 5 – b *Make photocopies of your tickets and passport so that they can be replaced more easily if lost.*

- b. Ss work in pairs and complete the task.

Suggested Answer Key

Find out about the local laws and customs before you visit a place so that you won't offend anyone.

If you are flying, make sure that you don't carry anything onto the plane for anyone else, in case it is something illegal.

- 12 a. Read out the prompts in the table. Quickly revise nationality adjectives (*Japan–Japanese; India–Indian; Poland–Polish; Spain–Spanish; etc*). Ss, in pairs, complete the task. Check Ss' answers.

Answer Key (See overprinted answers)

Suggested Answer Key

The Rocket Festival takes place in Thailand. The Thai people celebrate it by making rockets and setting off fireworks. etc

- b. • Ss work in pairs and talk about a festival in their country. Monitor Ss' performance and then ask individual Ss to present their answers to the class.
- As an extension, Ss can write a short article about the festival for the school magazine. Ss can also collect photographs showing festivals from various countries and prepare a festivals poster for their class. Ss should write the name of the festival and the country/date it takes place under each picture.

(Ss' own answers)

Tapescript for Exercise 9a (p. 41)

Ss can refer to pp. 196–197 of the S's book for the same tapescript.

Speaker 1

This year I will be staying at the Regent again. All the staff are friendly and co-operative, from the manager to the chambermaid. The facilities are excellent, too. There's a heated swimming pool, and a fully equipped gym, so I can keep fit during my stay. The restaurant is fantastic and there's a very cosy lounge where I like to relax in the evenings. I think I'll just book myself into my usual suite, order room service and completely relax for my entire stay. Well, I deserve a bit of luxury!

Speaker 2

In two weeks we are going on an all expenses paid trip to the Bahamas. We've booked a first class cabin and I can't wait to set sail. Brian is a bit nervous, though. I've told him that there's nothing to worry about. After all, there will be a fully-trained and very experienced crew on board. He says that we will probably get bored, but there's going to be plenty of entertainment. I'm especially looking forward to dining at the captain's table, which is a special privilege for first class passengers. I just can't wait till we are sitting by the pool soaking up the sun.

Cont. p. 42(T)

Tapescript for Exercise 10a (p. 41) → See p. 42(T)

Ss can refer to p. 197 of the S's book for the same tapescript.

- 8 Guess the noun which goes with the adjectives, then use them to describe the place you spent your holidays last year.

- 1 clean, sandy, dirty, secluded b e a c h
 2 sandy, expensive, second-hand, souvenirs h o p
 3 winding, cobbled s t r e e t
 4 family, five-star, Victorian h o t e l
 5 delicious, local, gourmet c u i s i n e
 6 rocky, snow-capped m o u n t a i n
 7 exotic, tropical, desert i s l a n d

Last year I went to a tropical island in the Caribbean. It was great. I spent most of my days on the sandy beaches.

- 9 a. Listen and match the speakers to the places.

- hotel ————— Speaker 1
 hostel ————— Speaker 2
 caravan ————— Speaker 3
 cruise liner ————— Speaker 4

- b. Listen again and complete the spidergrams with words which match each place. Use any four words to make up sentences.



Some hotels have got a swimming pool and a gym.

Holiday Troubles

- 10 a. Listen to the speakers and underline the problems they had while on holiday. What other unpleasant holiday experiences can you think of?
 robbery, lost passport, fire in hotel, car accident, etc

Claire travel sickness, flight delay, lost luggage, engine trouble

Tim small room, noisy guests, terrible food, overcharged

Pam flat tyre, ran out of gas, power cut, flat battery

- b. Talk about one of your bad holiday experiences. Say *where you were*, *when it happened*, then *describe what happened to you in detail*.

Writing

Imagine that you are Tim. Write a letter of complaint to the Manager of The Milton Hotel.

Include these points: • *exact dates of stay*
 • *complaints* • *action expected to be taken*

Traveller's Tips

- 11 a. Join the items from the two columns with *in case* or *so that* to form sentences, as in the examples.

- | | |
|---|---|
| 1 Be careful in crowded areas or at night | a they/ get in touch with you/emergency |
| 2 Let your family know your travel plans | b they/be replaced/more easily if lost |
| 3 Take out travel insurance | c something serious/go wrong at/destination |
| 4 Find out the local address of your country's embassy or consulate | d any of your belongings/ be lost or stolen |
| 5 Make photocopies of your tickets and passport | e there/be pickpockets or muggers about |

1 e – Be careful in crowded areas or at night in case there are pickpockets or muggers about.

2 a – Let your family know your travel plans so that they can get in touch with you in an emergency.

- b. In pairs, think of other traveller's tips and write them down giving a reason.

Festivals

- 12 a. Match the festivals with the events. Then make up sentences, as in the example.

Festival	Events
• Holi (India)	• decorate towns with paper lanterns
• Rocket Festival (Thailand)	• throw dye-filled water bombs
• Moomba (Australia)	• make rockets/set off fireworks
• Star Festival (Japan)	• decorate trams/parade through streets

The Holi Festival takes place in India. The Indian people celebrate it by throwing dye-filled water bombs.

- b. In pairs, talk about a festival in your country. Say *when it takes place* and *how you celebrate it*.

Future tenses

Grammar Reference

- 13** Look at the question, then read sentences 1 to 4. Which suggests: a future action already arranged? an intention/plan? an uncertainty/possibility? a prediction based on evidence?

What are your holiday plans for the summer?

- 1 The weather is getting hotter and hotter. I'm **going to** spend the summer on my yacht.
- 2 I'm **touring** Malta.
- 3 I don't know yet. I think I'll **go** to Rio.
- 4 I'm working all summer but I'm **going to** spend a few days in Majorca in September.

- 14** In pairs discuss your plans for your next holiday. Talk about:

- destination
- means of transport
- people to go with
- length of stay
- place to stay
- things to do

A: Are you doing anything on your next holiday?

B: Yes, I'm visiting a friend in Edinburgh.

A: That will be nice. Is anybody going with you?

B: I think my brother will come but he's not sure yet. etc

- 15** a. Read the sentences below. Which expresses: a request, a promise, a hope, a fear, an offer? Which tense is used in all of these sentences?

Future Simple

- 1 I'm afraid he will be fired if he keeps coming late to work. **a fear**
- 2 I'll definitely call you tomorrow. **a promise**
- 3 Will you help me with the suitcases? **a request**
- 4 I'll translate it if you like; I speak a little Italian. **an offer**
- 5 I hope she won't be late. We haven't got much time today. **a hope**

- b. Think of another sentence for each use.

The present simple tense can also be used to talk about future events with time words, such as **after, while, before, as soon as, until, unless, when** etc.
e.g. I'm going to meet some friends **after** I finish work.

Call me **as soon as** you know what you are going to do.

Compare:

I'll phone you **when** I **am** ready. (time word)

Do you know **when** he'll be back? (question word)

- 16** Put the verbs in brackets into the correct tense.

- 1 Jenny is going to finish her essay before she **meets** (meet) her friends.
- 2 When **will** Sam **finish** (Sam/finish) work tonight?

- 3 He'll pay us back when he **gets** (get) a job.
- 4 We're not going out now. We're going to wait until Sandra **arrives** (arrive).
- 5 As soon as he **comes** (come) back, I'll tell him to call you.

- 17** Fill in the correct future form of the verbs in brackets.

- 1 A: Are you doing anything this afternoon? I'm **going** (go) to Marco's for lunch if you're interested.
B: Oh that sounds good. I'm **going to be** (be) in town this morning. I'll **meet** (meet) you after I **finish/have finished** (finish) my shopping.
- 2 A: I'm **going** (go) to the baker's. Do you need anything?
B: Yes, please, a loaf of bread.
A: OK, I'll **get** (get) you one.
- 3 A: We're **going** (go) to the park later.
B: Are you crazy? Look at the clouds. It's **going to rain** (rain). You **will get** (get) soaked.
- 4 A: **Will you help** (you/help) me clean the house today?
B: Yes, of course. I'm **picking** (pick) Jane up from the station at three o'clock, but I **will help** (help) you as soon as I **get** (get) back.

- 18** Put the verbs in brackets into the correct tense. How do you feel about holidays in space?

FAR FROM EARTH

Do you want a holiday that is really out of this world? Well how about booking tickets for two weeks in outer space. This **1) has been** (be) a dream of science-fiction writers for decades but some scientists are predicting that soon this dream **2) will become** (become) a real possibility. It seems that big business **3) has also realised** (also/realise) that there is plenty of money to be made from taking tourists into orbit. The race is on to build a cheap and reusable spacecraft to carry passengers and freight. Once they **4) are** (be) in space, these tourists **5) will need** (need) somewhere to stay. A Japanese company **6) has already made** (already/make) plans to build the first space hotel. They say that they **7) will be** (be) ready to accept the first guests in as little as five years. The guests **8) will pay** (pay) more than £40,000 and many **9) will suffer** (suffer) from space sickness, but this isn't expected to put off people who **10) are looking for** (look for) the ultimate adventure holiday.

- 13 Explain the task, then do item 1 with Ss. Ss work in pairs and do the exercise. Check Ss' answers. Refer Ss to the Grammar Reference Section for more detail. As an extension, Ss make up sentences for each use.

Answer Key

- 1 a prediction based on evidence
- 2 a future action already arranged
- 3 an uncertainty/possibility
- 4 an intention/plan

- 14 Explain the task. Ss work in pairs and make up dialogues about their plans for their holidays. Monitor Ss' performance around the class.

Suggested Answer Key

- A: Where are you staying?
 B: At my friend's flat.
 A: How are you getting there?
 B: By train.
 A: How long are you staying?
 B: I'm not sure yet. I think I'll be there for a week.
 A: What are you going to do?
 B: We're going to visit historical sites and museums. etc

- 15 a. Explain the task, then do item 1 with Ss. Ss work in pairs and do the exercise. Check Ss' answers.

Answer Key (See overprinted answers)

- b. Explain the task. Elicit answers from Ss around the class.

Suggested Answer Key

- I'm afraid we'll lose the game if we don't play better in the second half.*
I promise I'll tell you as soon as I know what's happening.
Will you pick Heather up from the airport?
I'll help you with that if you like.
I hope we'll be able to afford to go away this summer.

- 16 • Read out the theory. Draw Ss' attention to the examples. Refer Ss to the Grammar Reference Section for more detail.
 • Allow Ss two minutes to complete the exercise. Check Ss' answers on the board.

Answer Key (See overprinted answers)

- 17 Explain the task. Allow Ss three minutes to do the exercise. Check Ss' answers by asking them to act out the dialogues in pairs.

Answer Key (See overprinted answers)

- 18 • **Pre-Reading:** Ask Ss to look at the title and the picture. Ask: *What do you think the article is about? (Earth, planets, space)* Elicit the names of the other planets. (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto) Ask Ss to read the first sentence. Ask: *If you could have a holiday on one of the planets, which would you choose? Why?*
 • Explain the task. Ss complete the task. Check Ss' answers by asking individual Ss to read from the text.

Answer Key (See overprinted answers)

- As an extension, ask Ss: *What kind of writing is it? (an article); Where could it be found? (a newspaper or magazine); What do you think of this type of holiday?*
- **Post Reading:** Ss carry out research in the library/on the Internet and find out about the planets and complete a table (*distance from the sun, diameter, temperature, etc*). Alternatively, Ss could make a model of the solar system.

Tapescript for Exercise 9a (p. 41) Cont.

Ss can refer to pp.196-195 of the S's book for the same tapescript.

Speaker 3

We are the kind of people who like our home comforts. So, whenever we go on holiday, we take them all with us! We just pack up our belongings, hook up to the car and get out on the open road. We have everything we need with us. We've even got a fully equipped kitchen. Everything is very compact. The furniture either converts into something else, or folds away to make extra space. It's really liberating, too. If we don't like a certain area, we can simply move on. The beauty of being mobile is that we can tour a whole area and choose the best places to stop.

Speaker 4

Well, my friends and I are all at university, and we don't have a lot of money to spend on holidays. We have a budget to stick to every day, so we try to find the cheapest places to stay. Of course, the accommodation is very basic. We usually have to share rooms and sleep in narrow bunks and we use our own sleeping bags, as sheets and blankets are not provided. The good thing about them is that they have cooking facilities and communal dining halls, where you can meet travellers from all over the world. That's great, because you can sometimes pick up tips on other places to stay, as well as on places to avoid!

Tapescript for Exercise 10a (p. 41)

Ss can refer to p.197 of the S's book for the same tapescript.

Claire

I was very worried about travelling on my own because that's usually when things go wrong. I had tried to prepare for every eventuality. I thought I might get airsick so I took a travel sickness pill, which didn't work. I considered the possibility that my luggage might get lost so I had a spare change of clothes in my hand luggage. I even worried that the flight might be delayed so I had a book to read to pass the time. Nevertheless, I had no idea that my worst fears would come true and the plane would have to set down in the middle of nowhere due to engine trouble.

Tim

I can assure you I won't be staying there again. It started off quite well. I checked in all right and I was pleased to find the room was quite spacious and clean. I can't stand staying in tiny rooms. The other guests kept to themselves and didn't make too much noise. I only ordered room service once because the food was so terrible, but when I got the bill I nearly had a heart attack. I couldn't believe how much I had to pay. It was disgraceful!

Pam

I never thought something like that would happen to me. I am a very organised person and I always carry a spare tyre in case I get a flat. I also have an extra gas bottle for the cooker in case I run out. Little did I know, though, that the main battery would go flat and I would be unable to recharge it on site because there was a general power cut in the area. I had to use candles for the rest of my stay and wait for the power to come back on so I could recharge the battery and go home.

- 19 Explain the task and read out the example. Allow Ss some time to prepare their answers. Ask various Ss to read out their sentences.

Suggested Answer Key

- 1 Next year I'm going to buy a car.
- 2 I'm going to join the police when I finish college.
- 3 Technology is advancing so quickly that computers are going to control everything soon.
- 4 I hope I will be able to study computer graphics.

- 20 • Explain the task. Ss do the exercise. Check Ss' answers.

Answer Key (See overprinted answers)

- Elicit rules and use from Ss. (Type 0 is used for laws of nature. Type 1 is used for a real situation in the future.) Point out that when the if-clause precedes the main clause, the two clauses are separated by a comma. Also point out that **unless** means **if not**. Refer Ss to the Grammar Reference Section for further detail.

- 21 a. Write these sentences on the board: *We'll go to the beach if the weather improves. We'll go to the beach when the weather improves.* Elicit the difference in meaning. (*if* means that the weather **may** improve; **when** means that the weather **will definitely** improve.) Explain that both **if** and **when** can be used in some sentences. Then, Ss do the exercise. Check Ss' answers.

Answer Key (See overprinted answers)

- If the rain stops, we will go out.
- When the rain stops, we will go out.
- If I see Tom, I'll invite him to the party.
- When I see Tom, I'll invite him to the party.
- If you need help, you can ask Joanne.
- If he works overtime, he will finish the project in time.
- If you lose your passport, you should report it immediately.
- If she has some free time, she will call on us.
- When she has some free time, she will call on us.

- b. Play the game as instructed in the Student's Book. Other situations can be used as well.

e.g. If Ann goes to Spain, ...
If Sally loses her job, ... etc

- 22 a. Explain the task and read out the examples. Ss copy the diagram into their notebooks and make up sentences about themselves.

(Ss' own answers)

- b. Explain the task, then Ss do the task orally in class.

Suggested Answer Key

If I get my university degree, I will probably get a good job.
If I become famous, I will definitely be on TV.
If I get some time off work, I may go to New York.
If I get married, I will probably have children.

- 23 • **Pre-Reading: Geography Quiz Game** Divide class into teams. Ask quiz questions. Give one point for each correct answer. The team with the most points is the winner.

- Where is Venezuela? – In South America
- What is the capital city? – Caracas

- What is the official language? – Spanish
- What is the highest mountain? – Pico Bolívar
- What is the longest river? – The Orinoco River

Alternatively, these questions can be set as written HW. Ss prepare their answers for the next lesson. Check Ss' answers.

- Explain the task. Quickly revise the use of **the**. Say names. Ss, in teams, add **the** where necessary.

Suggested list: America, Nile, Everest, High Street, Atlantic, Earth, etc

e.g. T: America

Team A S1: no **the**

T: Nile

Team B S1: **the** Nile

Refer Ss to the Grammar Reference Section for further detail.

- Do item 1 with Ss. Allow Ss some time to complete the task then check Ss' answers by asking various Ss to read from the text.

Answer Key (See overprinted answers)

- | | |
|-------------------------|----------------------------|
| 1 country name | 16 there is only one |
| 2 continent name | 17 there is only one |
| 3 physical environment | 18 place name |
| 4 sea | 19 physical environment |
| 5 ocean | 20 there is only one |
| 6 physical environment | 21 place name |
| 7 physical environment | 22 there is only one |
| 8 mountain group | 23 superlative |
| 9 physical environment | 24 place name |
| 10 physical environment | 25 river |
| 11 already known | 26 name of single mountain |
| 12 expression | 27 already known |
| 13 there is only one | 28 river |
| 14 capital name | 29 place name |
| 15 place name | 30 there is only one |

- As an extension, ask Ss: *What type of writing is it? (an article); Where could it be found? (newspaper, magazine or travel guide)*
- **Post Reading:** Ss collect information and write a similar article about their country.

19 Write two sentences about your:

- plans for next year
Next year I am going to Portugal for my holidays.
- ambitions
- predictions about the future of the world
- hopes/fears for the future

Conditionals Types

0 and 1

Grammar Reference

more possible



less possible



will definitely
will probably
could
may
might

I'll definitely go to Paris this spring. – I'll probably visit the Eiffel Tower. – I could stay in a 5-star hotel. – I may visit the Louvre. – I might hire a car.

20 Fill in the correct tense, then say what type of conditional each sentence is.

- She will miss the train unless she **comes** (come) now. (type 1)
- If you mix red and blue paint, you **get** (get) purple. (type 0)
- I **will come** (come) to the concert if there are any tickets left. (type 1)
- If you wear that coat, you **will be** (be) too hot. (type 1)
- He'll go to university unless he **fails** (fail) his exams. (type 1)
- If you **pour** (pour) oil on water, it floats. (type 0)

b. Use the prompts to make sentences about yourself.

If I find a well paid job, I	may	get good job
If I get my university degree, I	might	buy a house
If I become famous, I	could	have children
If I get some time off work, I	will probably	be on TV
If I get married, I	will definitely	go to New York

If I find a well paid job, I will probably buy a house.

The Definite Article

Grammar Reference

23 Fill in **the** where necessary, justifying your answers. Where might you find a text like this?

1) — Venezuela is a beautiful country in
2) — South America which has something to offer to every visitor. There are tropical beaches where 3) **the** land meets 4) **the** Caribbean Sea and 5) **the** Atlantic Ocean. To 6) **the** east there are 7) **the** snow-capped peaks of 8) **the** Andes Mountains and in 9) **the** south there is 10) **the** Amazonian rainforest.

Most tourists come into 11) **the** country by 12) —air, landing in 13) **the** capital city, 14) —Caracas. While you are there, 15) — Plaza Bolívar with its architecture from 16) **the** 17th century is well worth a visit as is 17) **the** busy 18) —Parque Central.

Most people, however, come to see 19) **the** natural wonders on offer. Two of 20) **the** favourite destinations are 21) —Angel Falls, 22) **the** highest waterfall in 23) **the** world, and 24) —Lake Maracaibo. More adventurous travellers can take a canoe trip up 25) **the** Orinoco River, climb 26) —Pico Bolívar, 27) **the** country's highest mountain, or take a boat trip along 28) **the** Carrao River to 29) —Hacha Falls. It will be 30) **the** experience of a lifetime.

Holiday Destinations

A

you take / train
rain / stop
I / see Tom
you need / help
he / work overtime
you / lose / passport
she / have free time

B

I / invite him / party
we / go out
ask Joanne
she / call on us
he / finish / project in time
you / get there more quickly
report / it immediately

If you take the train, you will get there more quickly.

Competition Game



- b. **Chain story:** In teams continue the story using type 1 conditionals. Each correct sentence wins a point. The team with the most points is the winner.

If Tom wins the competition ...

Team A S1: If Tom wins the competition, he'll win lots of money.

Team B S1: If Tom wins lots of money, he'll buy a sports car. etc

22 a. Use the diagram to make up sentences about yourself.

Prepositions

Appendix 1

24 a. Fill in the correct prepositions, then explain the phrases in bold.

- On the day of the sale, crowds of people gathered before the shop opened, all **eager for** a bargain.
- Anne has really **put a lot of effort into** planning this holiday, so she hopes she will have a really good time.
- The management always **puts special emphasis on** the comfort of its guests.
- The whole class was really **enthusiastic about** the trip to Disneyland Paris.
- Are you **familiar with** this part of town?
- San Francisco is **famous for** its magnificent Golden Gate Bridge.
- All of our agents are **experienced in** all aspects of the business.
- Let's speak to Jeff. He's an **expert on** travel in Asia.

b. Fill in the correct preposition, then choose any five of the phrases and make up sentences using them.

1 to date back **to** 1350; 2 to dine **in** style; 3 situated **in** an area; 4 to stand **on** a hilltop; 5 trip **to** a place; 6 ideal **for** sb; 7 open **to** the public; 8 to be furnished **with**; 9 to appeal **to** sb

Phrasal Verbs

Appendix 2

25 Fill in the correct particle, and explain the phrasal verbs.

- Tom always **cuts across** the park on his way home.
- John is trying to **cut down on** the amount of sweet food he eats every day.
- She forgot to pay the bill, and now her phone's been **cut off**!

- When he read the article, he found that the most exciting part had been **cut out**!
- It's cold today, so make sure you **do up** your coat.
- I could really **do with** a cup of coffee right now.
- Sooner or later we will have to **do away with** room keys and have only card keys.

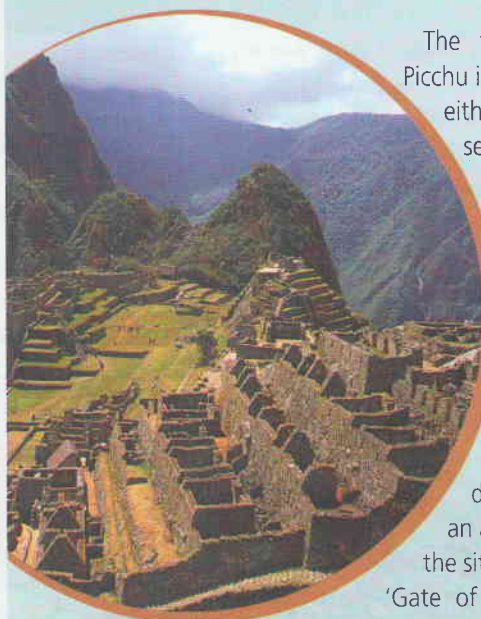
Multiple Choice Cloze

26 Read the text and circle the answer A, B, C or D, which best fits each gap (1-15). There is an example at the beginning (0).

Tip

Look at the title of the text to get an idea of what the text is about. Read the text once to get the general idea. Read the text again, looking at the word before and after each gap. Then, look at the choices and decide which word fits best. Do not leave any blanks. Finally, read the completed text to see if it makes sense.

JOURNEY TO THE LOST CITY



The four-hour rail journey to Machu Picchu is nothing **0)** *short* of spectacular. On either **1)** of the tracks you will see steep mountains towering above. As the outlines of the **2)** site loom out of the mist, you will **3)** your first glimpse of the silent ruins of the 'lost city', which stand on a high ridge with a great **4)** of the Andes Mountains. **5)** opposite sides of the ruins, you will be able to **6)** straight down at different river valleys. You can follow an ancient stone road, **7)** leaves the site to climb to a gap **8)** as the 'Gate of the Sun'. **9)** the climb is

exhausting, the astonishing scenery **10)** an unforgettable experience. Even though the Incas left **11)** clues behind when they abandoned Machu Picchu some 500 years **12)**, it's believed to have been one of the homes of the royal **13)** A walking **14)** of the site will take you about four and a half hours, but the experience will be **15)** worth the effort.

- | | | | |
|---------------|---------------|-------------|------------|
| 0 A except | (B) short | C less | D other |
| 1 (A) side | B bank | C edge | D part |
| 2 A previous | B past | (C) ancient | D old |
| 3 A grasp | B take | (C) catch | D hold |
| 4 A picture | B sight | C scene | (D) view |
| 5 (A) On | B From | C Over | D For |
| 6 A watch | B view | (C) look | D see |
| 7 (A) which | B whose | C where | D who |
| 8 A called | B understood | C thought | (D) known |
| 9 A When | (B) Although | C Even | D Despite |
| 10 A makes up | (B) makes for | C makes off | D makes of |
| 11 A little | (B) few | C many | D much |
| 12 (A) ago | B before | C later | D after |
| 13 A team | B group | C people | (D) family |
| 14 (A) tour | B trip | C journey | D travel |
| 15 A fairly | B rather | (C) well | D quite |

- 24 a. Explain the task. Remind Ss that this exercise works with Appendix 1 at the back of the book. Go through the letters E & F with Ss. Ss do the exercise. Check Ss' answers, then Ss explain the phrases. Ss should memorise these phrases.

Answer Key (See overprinted answers)

- 1 want or expect something interesting or enjoyable
- 2 work hard and spend time to achieve something
- 3 give something extra or special importance
- 4 very interested and excited about something
- 5 knowing or understanding something
- 6 well known because of something
- 7 to have done a job or activity for some time
- 8 know a lot about sth

Appendix 1 (p. 44)

Ss can refer to p.183 of the S's book for the same appendix.

E

- **effort** for (adj) • (put) **effort** into sth (n) • **emphasis** on (n) • **engaged** in sth (adj) • **engaged** to sb (adj) • **enthusiastic** about (adj) • **equal** to (adj)
- **escape** from (v) • **example** of (n) • **excellent** at (adj) • **exception** to (n)
- **make an exception** of sth/sb = treat sb/sth as a special case • **take exception** to sth = object to sth) • **exchange** sth for sth else (v) • **excited** about (adj)
- **excuse** at (v) • **excuse** for (n) • **excuse** sb for (v) • **expel** from (v)
- **experienced** in (adj) • **experiment** on/with (v) • **expert** at/in (sth/doing sth) (n) = person skilled at • **expert** at/in/on (sth/doing sth) (adj) (= done with skill or involving great knowledge) • **expert** with sth (n) (= good at using sth)
- **expert** on (n) (= person knowledgeable about a subject)

F

- **failure** in (an exam) (n) • **faithful** to (adj) • **familiar** to sb (adj) (= known to sb)
- **familiar** with (adj) (= have knowledge of) • **famous** for (adj) • **fed up** with sth (adj) • **fill** sth with sth else (v) • **fond** of (adj) • **forget** about sth (v) • **forgive** sb for (v) • **friendly** with/to (adj) • **frightened** of (adj) • **full** of (adj)
- **furious** with sb about/at sth (adj)

- b. • Explain that the phrases in this exercise are taken from the article on p. 39. Do item 1 with Ss, and then Ss work in pairs and complete the exercise. Check Ss' answers. Then Ss choose five expressions and make up sentences.
- Alternatively, assign the exercise as written HW. Ss prepare their sentences for the next lesson. Check Ss' answers.

Answer Key (See overprinted answers)

(Ss' own answers)

- 25 • Explain that this exercise works with Appendix 2 at the back of the book.
- Ask Ss to think of any phrasal verbs formed with **cut** or **do**. Write them on the board. Elicit their meanings by asking Ss to give examples.
 - Do item 1 with Ss, and then Ss work in pairs and complete the exercise. Check Ss' answers. Ss should memorise these phrasal verbs.

Answer Key (See overprinted answers)

Appendix 2 (p. 44)

Ss can refer to p.185 of the S's book for the same appendix.

Cut

- cut across** = (tr) take a shorter way
- cut back (on)** = (tr) reduce (expenses, production); **cut down on**
- cut in** = 1) (int) move suddenly in front of another car; 2) (int) interrupt
- cut into** = (tr) interrupt
- cut off** = 1) (tr) disconnect; 2) (tr) isolate (usu. places)
- cut out** = (tr) omit
- be cut out for/to be** = be suited for (a profession)
- cut up** = (tr) cut into small pieces

Do

- do away with** = (tr) abolish
- do down** = (tr) speak badly of sb
- do in** = (tr) kill
- do up** = (tr) fasten; tie
- do with** = (tr) want
- do without** = (tr) live or continue without having sth/sb

- 26 • **Pre-Reading:** Ask Ss to look at the title and the picture and try to guess what the article is about. (*an ancient site/city/civilisation*) Ask: *What would you expect to find there? (remains of buildings/stones/pieces of pottery/etc)*
- Go through the tip. Explain that Ss need to follow this advice in order to complete the task successfully. Explain the task. Ask Ss to read the text quickly and silently to get the gist.
 - Read the example and explain that **nothing short of** is a fixed phrase which is used to emphasize how great something is. Then do item 1 with Ss. Ask them to look at the words before and after each gap then think of a word that would fit. Then they should look to see which of the options matches what they think the missing word is. Ss do the exercise. Check Ss' answers. Make sure Ss explain why the rest of the distractors do not fit an answer.
- e.g. 1 A except (usually followed by **for**)
C less (needs **than** or an adjective/adverb after it)
D other (usually goes with **than**)

Answer Key (See overprinted answers)

- 1 on either side of sth: fixed phrase
- 2 ancient site: collocation
- 3 catch a glimpse of: fixed phrase
- 4 a great view of sth: fixed phrase
- 5 on opposite sides: collocation
- 6 look down: verb + prep = to see what is below
- 7 which: to start a non-defining clause
- 8 known as: fixed phrase
- 9 although: introduces a subordinate clause which contrasts with the main clause
- 10 make for: phrasal verb = causes or results in sth
- 11 few: used with countable nouns
- 12 ago: before now
- 13 royal family: collocation
- 14 walking tour: collocation
- 15 well: used before certain verbs for emphasis

- As an extension, ask Ss: *What type of writing is it? (an article); Where could it be found? (a newspaper, a magazine or travel guide); How does the article make you feel? etc*
- **Post Reading:** Ss can do some research into a historical site in the library/on the Internet and present their findings to the rest of the class.

- 27 • **Pre-Reading:** Ask Ss to close their eyes and imagine they are in a hot-air balloon. Ask Ss: *What can you see? What are you doing? How do you feel?* Compare answers around the class.
- Explain that in this kind of exercise Ss are given a text in which some lines contain a mistake in the form of an extra word that needs to be removed. Refer Ss to the tip on p.13 if necessary.
 - Read out the first line of the text. Elicit that it does not contain a mistake. Read out the second line and focus Ss' attention on the word **on**. Ask Ss to explain why **on** is extra and therefore wrong (*because on can't be used with get in this structure*). Point out that Ss need to read the article line by line, not sentence by sentence.
 - Ask Ss to read the third line and look for a mistake. Continue with the rest of the text. Ss should always justify their corrections.
 - When Ss have completed the exercise, ask individual Ss to read through the corrected text.

Answer Key (See overprinted answers)

- 2 we do not use both the pronoun and the noun together
- 3 incorrect tense
- 4 'as far away as' is a set expression and does not need a second preposition
- 6 we do not use both the noun and the pronoun together
- 7 we do not need a preposition in this sentence
- 8 'a member of' is a prepositional phrase that does not require a second preposition
- 10 incorrect tense
- 11 the infinitive form does not require 'so' as a prefix
- 12 'includes' must be followed by a noun phrase, not a preposition
- 15 this noun does not require the definite article

- **Post Reading:** Ask Ss to talk about a festival that they have attended. They can talk about: festival names; dates; main activities; recommendation.
- 28 • Explain the task. Point out that the second sentence should have the same meaning as the first one. Also point out that Ss should use the word in bold without changing it and complete the gap with between two and five words.
- Do item 1 with Ss. Elicit the grammar structure tested. Then Ss work in pairs and complete the exercise. Check Ss' answers.

Answer Key (See overprinted answers)

- 1 phrase
- 2 threat
- 3 in case + present simple
- 4 unless = if not
- 5 time word followed by present simple
- 6 -ing form after **no point in**

- 29 a. Explain the task. Do item 1 with Ss. Then, Ss should complete the exercise using their dictionaries if necessary. Check Ss' answers.

Answer Key

- 1 travel so much it won't be worth unpacking
- 2 write a letter
- 3 relax
- 4 hurry up
- 5 unwell
- 6 at the last moment

- b. Elicit idioms from Ss around the class.

(Ss' own answers)

- 30 Explain the task. Do item 1 with Ss. Ss work in pairs and complete the exercise. Check Ss' answers.

Answer Key

- 1 listen carefully and sympathetically
- 2 too soon to be sure about something
- 3 very expensive; costing a lot of money
- 4 be very interested or excited
- 5 cope or manage financially

Error Correction

- 27 Read the text below and look carefully at each line. If the line is correct, put a tick (✓). If it has a word that should not be there, write this word on the line, as in the examples.

Up Up and Away!

On October 6th, I am going to the International Balloon Fiesta which will get on underway in Albuquerque, New Mexico. It is a colourful festival which it started in 1972 with just 15 balloons. Now, it has been grown into one which attracts more than 1,000 balloons from countries as far away from as Brazil, South Africa, Turkey and more. More than 800,000 people they come to this spectacular event in every year. I am going to volunteer as a member of for one of the ground crews. We will meet before dawn in the morning and inflate the hot air balloons. When the sun has rises, the balloons will be released so to float into the crystal clear morning sky. The fiesta also includes in the International Gas Balloon Race, several night ballooning events and other activities such as an arts and crafts fair, the fireworks, parties and much more. I know I will have a great time.

- 0 ✓
00 on
1 ✓
2 it
3 been
4 from(2)
5 ✓
6 they
7 in
8 for
9 ✓
10 has
11 so
12 in
13 ✓
14 ✓
15 the
16 ✓



Idioms & Fixed Phrases

- 29 a. Fill in the words from the list. Then try to explain the phrases in bold.

• feet • time • suitcase
• move • line • weather

- 1 This new job in sales means that I'll have to **live out of a suitcase** for months.
- 2 I'll **drop you a line** as soon as I get there and let you know what's going on.
- 3 I can't wait to **put my feet up** and forget about work.
- 4 Come on! If you don't **get a move on**, we'll miss the train.
- 5 I've been **feeling a bit under the weather** all week.
- 6 We arrived **in the nick of time**. The show was about to start as we sat down.

- b. Are there similar idioms in your language? What are they?

Key Word Transformations

- 28 Complete the second sentence using the word in bold. You must use between two and five words, including the word given.

- 1 We are grateful for all your help in the matter.
appreciate We really **appreciate all your help in** the matter.
- 2 He will never use that travel agent again.
last It's the **last time he will use** that travel agent.
- 3 I'll leave my mobile phone on so that you can call me.
case I'll leave my mobile phone on **in case you need/have/want** to call me.
- 4 If you don't leave immediately, you'll miss your flight.
unless You'll miss your flight **unless you leave** right away.
- 5 The first thing I'll do when I get to the hotel is to have a hot shower.
soon I'll have a hot shower **as soon as I get** to the hotel.
- 6 You needn't wait for me. I'll be a long time.
point There's **no point in waiting** for me. I'll be a long time.

- 30 Underline the correct word and then explain the phrases.

- 1 That's what we like about Phoebe. She's willing to **lend an ear/eye** and give her advice.
- 2 It's **early days/times** yet. Pete has not yet made his decision.
- 3 I can't believe you're going on a cruise this summer; it must be **costing the fortune/earth!**
- 4 You have to see that new film at the Rialto; I was **on the corner/edge** of my seat until the very end.
- 5 We're finding it really difficult to **make ends meet/together** since Jason lost his job at the factory.

Listening & Speaking skills

- CD 2, tr. 5**
31 Listen to the advertisement for a holiday in Wales and fill in the missing information. Do not use more than three words in each gap.

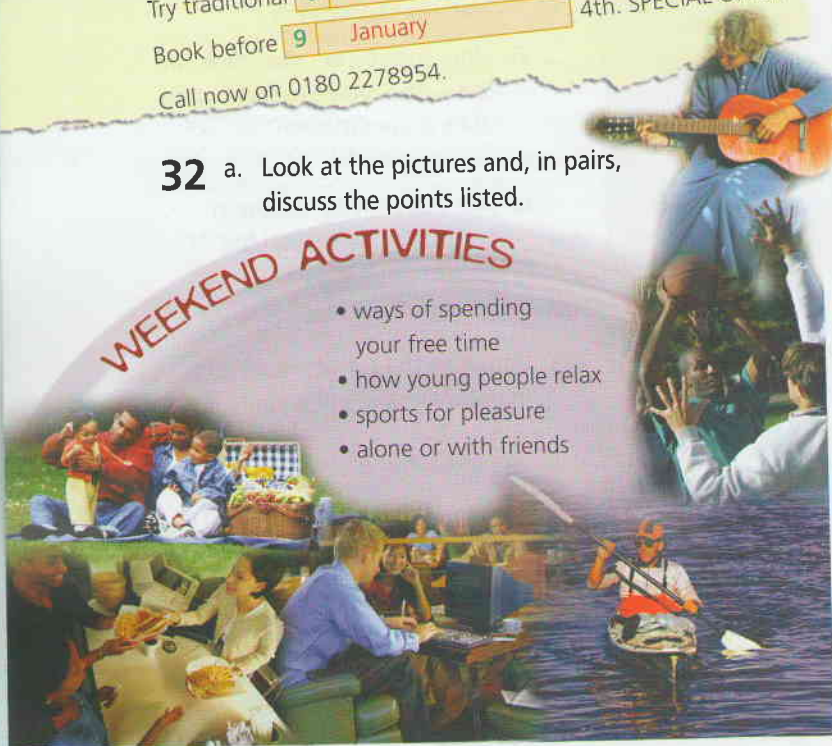
Tip Read each sentence carefully. Try to think of what information is missing e.g. a name, a number, etc. Listen and start filling in. Remember you can write up to three words. What you write must fit grammatically in the sentence and make sense. Listen again and fill in the other answers. Check what you have written.

Breakaway is offering family **1** weekend breaks at a hotel.
 The weekend costs **2** £200.
 The hotel was built in the **3** 18th century.
 Don't miss a visit to Snowdonia's many **4** attractions/castles.
 Snowdonia is a good place to go **5** walking and rock climbing.
 Exercise in the hotel's **6** swimming pool or the **7** fully-equipped gym.
 Try traditional **8** Welsh dishes in the restaurant.
 Book before **9** January 4th. SPECIAL OFFER.
 Call now on 0180 2278954.

- 32 a.** Look at the pictures and, in pairs, discuss the points listed.

WEEKEND ACTIVITIES

- ways of spending your free time
- how young people relax
- sports for pleasure
- alone or with friends



- b.** Talk about your most exciting weekend. Who were you with? What did you do? What made it exciting?

- CD 2, tr. 6**
33 You will hear a conversation between two friends talking about a recent trip to Brazil. For questions 1-6, decide which of the following choices A, B or C is the best answer.

- 1** Why did Dave go to Rio?
 A On a business trip.
 B To go to the beach.
 C To experience Carnival.

- 2** What was the first place he went?
 A To the beach.
 B To the hotel.
 C To the Carnival.
- 3** What does Dave say about the dancers?
 A They were tireless.
 B They were tiring.
 C They were tired.

- 4** How long does Carnival last?
 A 10 hours.
 B 10 days.
 C 5 days.

- 5** What does Dave say about the nightlife?
 A It's an interesting mix.
 B He didn't go out much.
 C The nightclubs were great.

- 6** What is Janet going to do?
 A Take some photos.
 B Look at some photos.
 C Get some photos developed.

- 34** You have just come back from a trip. Tell a friend of yours:

- why you went there
- how you got there
- how long you stayed and where
- what you did during your stay

A: So why did you decide to go there?

B: Well, I had been dreaming of ... etc

- CD 2, tr. 7**
35 You are going to listen to two news items. For questions 1-6, decide which of the sentences are true, which are false and which are not mentioned. Mark each statement as **True/False/Doesn't say** by ticking the appropriate box.

	True	False	Doesn't say
1 The Williams' luggage never reached Mexico.	✓		
2 The suitcase was mislabelled in LA.		✓	
3 Mr Williams is having problems with his insurance company.			✓
4 Mr Sor will go to court.		✓	
5 Mr Sor claims he had no choice other than to leave the boys.			✓
6 The boys missed the boat by accident.	✓		

- 36** You had a bad experience while you were on holiday. Now you are back, relate:

- what the problem was
- where you were and what you were doing
- who helped you and how the problem was solved

One of the worst experiences I had was ... I was ...

- 31 • Go through the tip. Explain that Ss need to follow this advice in order to complete the task successfully.
- **Pre-Listening:** Explain the task. Read the sentences. Elicit from Ss possible missing words.
e.g. 1 seems to be a noun missing
2 number missing – price
3 number missing – century
4 noun missing – place
5 noun missing – activity
6/7 noun missing – facilities e.g. pool
8 noun missing – food
9 noun missing – month
 - Play the cassette twice. Ss complete the task. Check Ss' answers by playing the cassette and pausing after each piece of information is given.

Answer Key (See overprinted answers)

- **Post Listening:** Ss, in pairs, can write a similar advertisement for a hotel in their country.

- 32 a. Ask Ss to look at the pictures. Read out the points. Elicit activities people do in their free time. Alternatively, Ss can work in pairs and discuss the points and then present their opinions to the class.
e.g. A: I like to spend my free time playing sports. What about you?
B: I'm not a sports person. I prefer going to the cinema or playing my guitar.

(Ss' own answers)

- b. Ask some Ss to tell the class about their most exciting weekend.
e.g. Last weekend was the most exciting weekend of my life. I went to a fishing village with some friends of mine.

(Ss' own answers)

- 33 • **Pre-Listening:** Explain that Ss are going to listen to someone talking about a trip to Rio. Elicit where Rio is (*in Brazil*), then Ss think of three questions they would like to ask about Rio. Ss check if they can answer the questions they wrote about Rio after they have done the listening task.
- Explain the task and go through the questions. Play the cassette. Ss listen and complete the task. Play the cassette again if necessary. Check Ss' answers by playing the cassette with pauses.

Answer Key (See overprinted answers)

- 34 Explain the task. Read out the example. Ss work in pairs and complete the exercise. Monitor Ss' performance, and then ask some pairs to present their dialogues to the class.

Suggested Answer Key

- B: ... going to Italy. I always wanted to see its famous museums, the Leaning Tower of Pisa, etc. So, I felt very lucky to be there last summer.
A: Lucky you. How did you get there?
B: By car. I'd never miss the great Italian countryside.
A: How long did you stay there?
B: Two weeks.
A: Where did you stay?
B: I spent the first week in Rome, then in the second week I went to Florence for three days and Venice for another

three. I had booked hotel rooms, so I didn't have any problems.

A: I see. Did you buy anything?

B: Oh yes! I bought lots of postcards from all the places I visited and beautiful vases from Venice. etc

- 35 • **Pre-Listening:** Elicit from Ss what problems someone can experience while on holiday (e.g. *missing luggage; miss a flight; etc*)
- Explain the task. Ss read the items 1-6. Ask Ss to underline the key words in the statements. Explain that, for some items, Ss won't hear exactly the same words in the listening task although the meaning will be the same. Also, explain that other items will not be mentioned at all. Play the cassette. Ss do the exercise. Check Ss' answers by playing the cassette again with pauses.

Answer Key (See overprinted answers)

- 36 Explain the task. Elicit possible holiday problems (*lost luggage, missed flight, flat tyre, travel sickness, etc*). Allow Ss some time to prepare their answers. Monitor Ss' performance, and then ask some students to present their experiences to the class. The class can assess each S's performance.

Suggested Answer Key

One of the worst experiences I had was while I was in Germany. I was waiting for my transfer flight to Munich, enjoying a cup of coffee. The man sitting next to me moved suddenly and the coffee spilt on my trousers. Thankfully, I still had my hand luggage still with me so I went to the men's toilet to change my trousers. When I finished, I put my dirty trousers in my bag and hurried towards the gate, as my flight had just been announced. etc

Tapescript for Exercise 31 (p. 46)

Ss can refer to p.197 of the S's book for the same tapescript.

Why not treat your family to a great winter weekend in Wales this month? Breakaway is offering special family weekend breaks with luxury accommodation in the Snowdonia region, for just £200.

With its relaxing log fires, stunning lakeside view, extensive gardens and woodland walks, the beautiful 18th century Bron-y-Byth Hotel is the ideal base for visiting Snowdonia's many attractions. Take a ride on the Welsh Highland Railway or visit one of Snowdonia's many castles – some as much as 800 years old. Snowdonia is also renowned for walking and rock climbing, offering some of the most spectacular routes in the world.

The hotel's superb facilities include a heated indoor swimming pool, and a fully equipped gym. There is also a supervised games room to keep the children happy. All en-suite rooms are attractively decorated and provide air-conditioning, a colour television, telephone and even a hairdryer. Other facilities include 24-hour room service as well as a laundry service. Guests are particularly recommended to take advantage of the Bron-y-Byths' excellent restaurant which boasts delicious traditional Welsh dishes. Be sure not to miss a taste of roast Welsh lamb with mint sauce or a fine selection of tasty Welsh cakes and cheeses.

Breakaway's unbeatable offer is available from now until January 4th. It is all inclusive and suitable for 2 adults and 2 children. To book, call Breakaway on 0180 2278954.

Tapescript for Exercise 33 (p. 46) → See p. 49(T)

Ss can refer to p.198 of the S's book for the same tapescript.

Tapescript for Exercise 35 (p. 46) → See p. 49(T)

Ss can refer to p.198 of the S's book for the same tapescript.

boast what

- 37 a. Explain the task. Play the cassette. Ss complete the task. Check Ss' answers.

Answer Key (See overprinted answers)

- b. Ss work in pairs and act out the dialogues. Monitor Ss' performance and then ask some pairs to act out their dialogues in front of the class.

Suggested Answer Key

- 1 A: I heard that there's a really good play on at the Empire at the moment. Shall we go and see it?
B: That would be great. Shall I try and get us some tickets?
- 2 A: I'm having dinner with Kate and Sue tonight. Would you like to come?
B: Where are you going?
A: That Italian place on Bridge Street, Gianni's.
B: Oh that place's really expensive. I'm not sure I can afford it at the moment.
- 3 A: Nina and I are going to Cornwall for the weekend at the end of the month. I was wondering if you would like to join us.
B: I'd love to.

- 38 a. Explain the task. Read out the extracts and model the intonation. Ss work in pairs and practise the intonation. Monitor Ss' performance. If necessary, play the cassette again.

- b. Model a dialogue with a S, then Ss work in pairs and act out their dialogues. Monitor Ss' performance, and then ask some pairs to act out their dialogues.

Suggested Answer Key

- S1: Pat hasn't called, has she?
S2: I don't think so.
- S1: Has Ann posted the invitations?
S2: I think so. etc

- 39 a. Read out the question. Play the cassette. Ss listen and answer the question.

Answer Key (See overprinted answer)

- b. Allow Ss two minutes to complete the task. Check Ss' answers by asking some Ss to read out the dialogue in the correct order.

Answer Key (See overprinted answers)

- c. Go through the prompts. Model a dialogue with a S, then Ss work in pairs and act out their dialogues. Monitor Ss' performance, and then ask some pairs to act out their dialogues in front of the class.

Suggested Answer Key

- A: Good afternoon. Azar Airlines, how can I help you?
B: Hello. I made a reservation with you about two months ago. My name is Tina Charles.
A: Just a minute, please. Ah, yes. You reserved two seats on the 10 am flight to Madrid on the 22nd August.
B: Yes, that's right. I'm very sorry but can you cancel it, please?
A: Certainly, although you do realise that the deposit you paid is non-refundable?
B: I thought so. That's not a problem.

- A: Good afternoon. Monsieur's Bistro, how can I help you?
B: Good afternoon, I made a reservation with you about six weeks ago. My name is Barry White.
A: Just a minute, please. Ah, yes. You reserved a table for six for New Year's Eve.
B: Yes, that's right. I'm very sorry but can you cancel it, please?
A: Certainly, although you do realise that the deposit you paid is non-refundable?
B: I thought so. That's not a problem.

- 40 a. Read out the question. Play the cassette. Ss listen and answer the question.

Answer Key (See overprinted answer)

- b. • Write: – What's his name? I wonder what his name is. – on the board. Elicit that the first sentence is a direct question, whereas the second sentence is an indirect question. Elicit differences in the structure of the sentences. Focus on the position of the verb in each sentence.
- Elicit phrases which start indirect questions and write them on the board. Ss copy them into their notebooks.
e.g. Could you please tell me ...
Would you like to tell me ...
I would like to know ...
Could I ask you to ... etc
 - Allow Ss two minutes to complete the task. Check Ss' answers. Then ask some Ss to read out the dialogue using indirect questions.

Suggested Answer Key

Would you like to tell me how I could help you?
Could you tell me what type of car you would like?
I would like to know how much it is going to cost.
Could I ask you to show me your driving licence, please?

- c. Go through the prompts. Model a dialogue with a S, then Ss work in pairs and act out their dialogues. Monitor Ss' performance, and then ask some pairs to act out their dialogues in front of the class.

Suggested Answer Key

- A: Good morning. How can I help you?
B: Hello. I'd like to hire a motorcycle for the weekend, please.
A: Certainly. What type of bike would you like?
B: A 125cc, please. How much is it going to cost?
A: Well, including the insurance, it will cost £50.
B: That's fine.
A: I need to see your driving licence, please.
B: Of course. Here you are.
A: Now, if you will sign the contract here, I'll get the keys.
- A: Good morning. How can I help you?
B: Hello. I'd like to hire a boat for the weekend, please.
A: Certainly. What type of boat would you like?
B: A speedboat, please. How much is it going to cost?
A: Well, including the insurance, it will cost £175.
B: That's fine.
A: I need to see your driving licence, please.
B: Of course. Here you are.
A: Now, if you will sign the contract here, I'll get the keys.

Invitations - Accepting and Refusing

37 a. Listen to the dialogues and write **A** (accepted), **R** (refused) or **NS** (not sure) for each one.

1 R 2 A 3 R 4 NS

- 1 A: Oh hi Steve. How are you?
B: Fine. Listen, I'm meeting George and Mary for lunch in an hour. **Would you like to join us?**
A: **Thanks, I'd love to but** I'm working this afternoon.
- 2 A: Hi Matt!
B: Oh, hi Ann. I haven't seen you for ages.
A: I know, **have you got time for** a coffee?
B: **That's a great idea.**
- 3 A: **Shall we** go to that new restaurant for dinner tonight?
B: No, **I'd rather not. I'm not keen on** Chinese food.
- 4 A: I heard that there's a really good film on at the Odeon. **Why don't we go?**
B: **I don't know.** I've got to finish this report. I'll let you know how I'm getting on later.

b. In pairs, act out similar dialogues using the prompts and the phrases in the box.

- go to the theatre
- have dinner at an expensive restaurant
- spend the weekend in Cornwall

Inviting

Let's/Shall we ...

Why don't we/you ...

How/What about ...

I think we should ...

We could ...

Would you like to ...

I was wondering if ...

Accepting/Refusing

I'd love to ... but ...

I'm afraid I can't.

I suppose so.

(not) fancy, (not) keen on, (not) like

I don't really feel up to it.

I'd love to.

That would be great.

Another time perhaps.

I'm not sure I can.

Intonation (short answers)

38 a. Listen and repeat.

- A: The plane will be on time.
B: I hope so.
- A: Josh is coming with us, isn't he?
B: I don't think so.
- A: I think so.
B: I suppose so.
- A: Is Vicky coming too?
B: I hope not.
- A: Has Beth cancelled the milk?
B: I don't think so.
- A: Has Tim been there before?
B: I suppose so.

b. In pairs, act out similar dialogues. Mind the intonation.

Cancelling a hotel reservation

39 a. Listen to the dialogue. Who are the speakers?
They are a customer (Vanessa Bryce) and a hotel receptionist.

b. Read and match the exchanges.

- | A | B |
|--|--|
| 1 c Good afternoon, The Palace Hotel, how can I help you? | a I thought so. That's not a problem. |
| 2 b Just a minute, please. Ah, yes. You reserved a double room for two nights. | b Yes, that's right. I'm very sorry but can you cancel it, please? |
| 3 a Certainly, although you do realise the deposit you paid is non-refundable? | c Hello. I made a reservation with you about two weeks ago. My name's Vanessa Bryce. |

c. Use the prompts to act out similar dialogues.

- Azar Airlines/2 months ago/Tina Charles/2 seats/10 am flight to Madrid/22nd August
- Monsieur's Bistro/6 weeks ago/table/Barry White/table for 6/New Year's Eve

Renting a vehicle

40 a. Listen to the dialogue. Where does this conversation take place? **The conversation probably takes place at a car rental agency.**

b. Read the dialogue and change the questions in bold into indirect questions as appropriate.

- A: Good morning. **How can I help you?**
B: Hello. I'd like to hire a car for the weekend, please.
A: Certainly. **What type of car would you like?**
B: A small hatchback, please. **How much is it going to cost?**
A: Well, including the insurance, it will cost £100.
B: That's fine.
A: **May I see your driving licence, please?**
B: Of course. Here you are.
A: Now, if you will sign the contract here, I'll get the keys.

c. Use the prompts to act out similar dialogues.



Spectacular Nature

- 41 a. Look at the pictures. What do these places have in common? Where do you think they are?
- b. In what context might you find these words in the texts?

Text A: • stunning views • chalk • coastline
• shipwrecks • strategic location
• shipping lanes

Text B: • slopes • spectacular scenery
• wild game • Indian tribes
• railroad route • snow-capped peaks

*The White Cliffs of Dover offer **stunning views** of the English Channel.*

- 42 a. Read the texts and write **A** or **B** for each question.

Which natural feature(s) ...

- | | |
|--|---|
| 1 contains the remains of ancient animals? | B |
| 2 has been used to guard the country? | A |
| 3 allows you to see another country? | A |
| 4 is made up of several different ranges? | B |
| 5 allows you to see local wildlife? | B |
| 6 contains tunnels? | A |
| 7 made it difficult for travellers to move west? | B |

- b. Which text may be from an encyclopaedia? a tourist brochure?

- 43 Explain the words in bold. Then, match the synonyms below to the highlighted words.

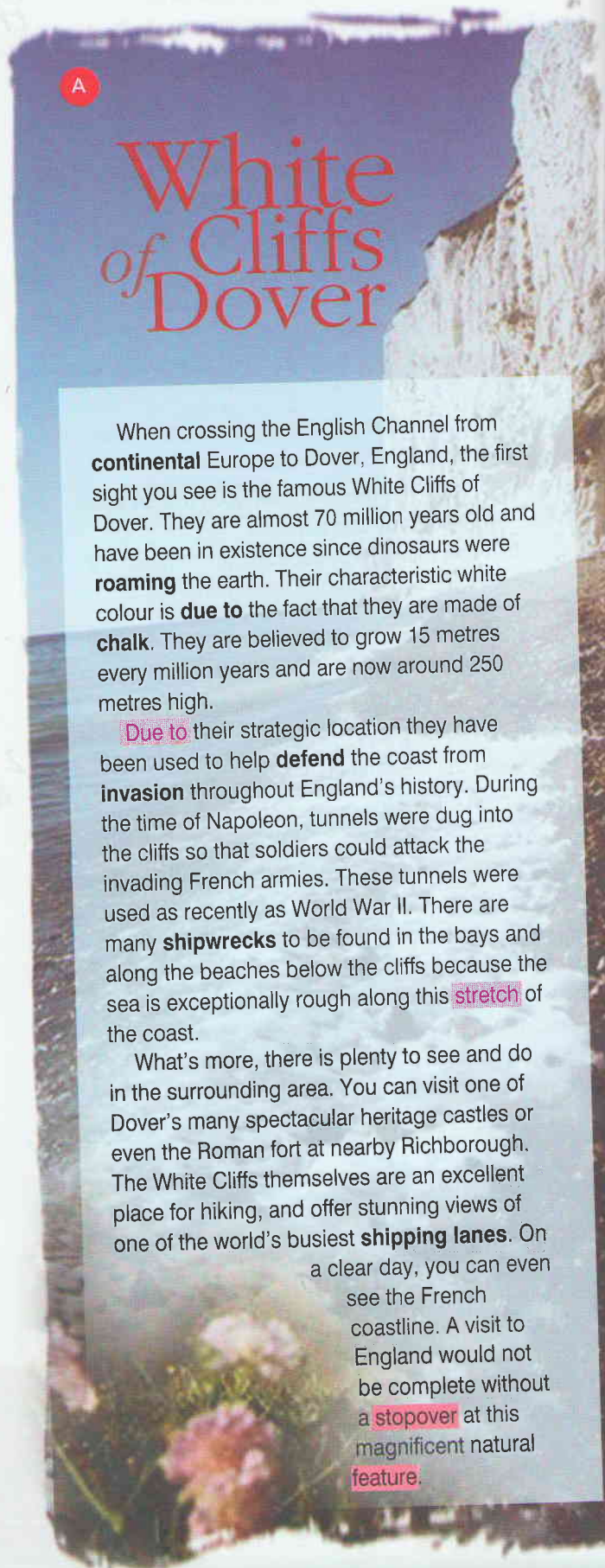
• visit • pioneers • because of • sight
• passes • section • obstructed

- 44 Read the texts again and in pairs, talk about the similarities and differences of these places. Then say which place you would like to visit and why.

Writing Project

Write a short article about one of the most interesting natural areas in your country for your school magazine. Write about:

- its location
- size
- historical details
- what you can do/see there
- recommendation



When crossing the English Channel from **continental** Europe to Dover, England, the first sight you see is the famous White Cliffs of Dover. They are almost 70 million years old and have been in existence since dinosaurs were **roaming** the earth. Their characteristic white colour is **due to** the fact that they are made of **chalk**. They are believed to grow 15 metres every million years and are now around 250 metres high.

Due to their strategic location they have been used to help **defend** the coast from **invasion** throughout England's history. During the time of Napoleon, tunnels were dug into the cliffs so that soldiers could attack the invading French armies. These tunnels were used as recently as World War II. There are many **shipwrecks** to be found in the bays and along the beaches below the cliffs because the sea is exceptionally rough along this **stretch** of the coast.

What's more, there is plenty to see and do in the surrounding area. You can visit one of Dover's many spectacular heritage castles or even the Roman fort at nearby Richborough. The White Cliffs themselves are an excellent place for hiking, and offer stunning views of one of the world's busiest **shipping lanes**. On

a clear day, you can even see the French coastline. A visit to England would not be complete without a **stopover** at this magnificent natural **feature**.

- a. Ss look at the pictures and answer the questions.

Suggested Answer Key

Both these places are natural wonders.

The White Cliffs of Dover are in England.

The Rockies are in North America.

- b. Explain the task. Read out the list of words and the example. Ask Ss to express their opinions.

Suggested Answer Key

Text A

- The White Cliffs of Dover are white because they are made of **chalk**.
- The White Cliffs of Dover make the English **coastline** memorable.
- Many **shipwrecks** can be found below the cliffs.
- The **strategic location** of the White Cliffs of Dover helped to protect England from its invaders.
- The English Channel is one of the world's busiest **shipping lanes**.

Text B

- Forests cover the **slopes** of the Rocky Mountains.
- The Rockies have some of the most **spectacular scenery** in the country.
- The Rockies are famous for **wild game**.
- Many **Indian tribes** used to live in the Rockies.
- A **railroad route** passes through the Rockies.
- Visitors can see **snow-capped peaks** in the Rockies.

- a. Explain the task. Allow Ss three to four minutes to silently read the texts. Do item 1 with Ss, then allow Ss three minutes to complete the task. Check Ss' answers.

Answer Key (See overprinted answers)

- b. In pairs, Ss do the exercise giving reasons for their choice.

Answer Key

Text A: tourist brochure (it's chatty; ends with a recommendation to the visitor)

Text B: encyclopaedia (it's written in a formal style with subheadings – contains facts)

- Ss explain the words in bold by giving examples or looking up the words in their dictionaries. Then, Ss match the synonyms to the highlighted words. Check Ss' answers.

Suggested Answer Key

Synonyms

due to: because of

stretch: section

stopover: visit

feature: sight

hampered: obstructed

settlers: pioneers

runs: passes

- Draw two columns on the board; one for each place. Elicit characteristics of the two places and write them down. Ss look at the completed tables and, in pairs, discuss how the two places are similar/different. Monitor Ss' performance. Ask some pairs to act out their dialogue in front of the class.

	White Cliffs of Dover	The Rockies
location	England	North America
age	70 million years old	65 million years old
height	250 metres	—
length	—	4,800 km
activities	<ul style="list-style-type: none"> visit castles visit a Roman fort go hiking enjoy stunning views 	<ul style="list-style-type: none"> see animals in their natural environment enjoy spectacular scenery go skiing go hunting

- Elicit useful language to express contrast (*whereas, however, but, on the other hand, etc*); similarity (*also, the same, furthermore, etc*). Encourage Ss to use these phrases/linkers in their dialogues.

Suggested Answer Key

A: The Rockies are located in North America.

B: Did you know that The White Cliffs are older than the Rockies?

A: Really?

B: Yes. The Cliffs are 70 million years old, whereas the Rockies are 65 million years old.

A: Well, I didn't know that. The Rockies are taller than the Cliffs. etc

Writing Project

Explain the task, then assign it as written HW. Explain that Ss need to do some research in the library/on the Internet and make notes under each heading before they write their article.

Tapescript for Exercise 33 (p. 46)

Ss can refer to p.198 of the S's book for the same tapescript.

Janet: Dave, I thought you were still in Brazil!

Dave: No. I got back last week.

Janet: What was the trip for: business or pleasure?

Dave: I went for Carnival, and it was fantastic. Definitely the trip of a lifetime.

Janet: Ooh! Tell me all about it.

Dave: Well, the flight was a bit tiring. It took 10 hours, but when I arrived I was whisked straight to a luxury hotel in Rio de Janeiro near the Copacabana Beach where I had a swim after my nap.

Janet: That sounds lovely. Tell me about the carnival. Was it as good as everyone says?

Dave: It's fantastic. The parades were really spectacular. The dancers were brilliant – I don't know where they got their energy from. They danced the samba all night long. The costumes were incredible, too. I went to the Sambodromo, a street which is specially designed for samba parades, and danced the night away, too.

Janet: Wow, I'm really jealous. How long were you there for?

Dave: I went for 10 days. Carnival only lasts for 5 days, though, so after the festival was over I tried to spend the rest of my holiday relaxing on the beach.

Janet: What do you mean you tried?

Dave: Well, the nightlife is so good it's difficult not to go out all the time. There are some great restaurants and really fantastic nightclubs, too. It's a really exciting city with such a mix of nationalities. I met lots of interesting people.

Janet: Don't tell me you need a holiday to recover from your holiday!

Dave: Yes, something like that! I've got my photos developed, though if you'd like to pop round one evening and have a look at them.

Janet: I'd love to, thanks.

pop round to

Tapescript for Exercise 35 (p. 46)

Ss can refer to p.198 of the S's book for the same tapescript.

News Item 1

LOST LUGGAGE FOUND 3 YEARS LATER

Bob Williams, 43, from Birmingham, England, got a surprise this week when his lost luggage finally turned up 3 years after he went on holiday. Bob went to Mexico in August, 1998, with his wife, Shella, on Air America flight 257. They had no idea at the time that one of their suitcases would go on a magical mystery tour around the world for the next three years.

Apparently, the suitcase was mislabelled at Birmingham airport and went to Malaga, in Spain. From there it was redirected to LA International, where the Williams had changed planes, and someone in the lost property office there forwarded it to Melbourne, Australia, on the basis of an old label, where it sat unclaimed for the next 18 months. Finally, the case was opened and it was forwarded to Mr Williams at his home address.

"It took me totally by surprise," said Mr Williams. "I thought it was lost forever. I'm just a bit worried now about what to tell the insurance company."

News Item 2

DESERT ISLAND DREAMERS

Two British tourists stranded for 3 days on a deserted Thai island, were rescued yesterday by a local fisherman. Brothers Paul and Darren Asquith from Merseyside say they will not be taking legal action against boatman, Mr Nok Sor, who waited 1 1/2 hours for the boys to show up on the beach of Ko Phan before he left them there last Friday. Six other tourists who made the trip back to the mainland with Mr Sor claim he was extremely anxious to sail home before dangerous weather conditions made their return journey impossible. When asked why they had missed the boat, Darren explained that he and Paul had fallen asleep while sunbathing on a beach on the other side of the island.

B

The Rockies

The Rocky Mountains are the largest mountain system in North America. The Rocky Mountain chain **extends** for more than 4,800 km through the United States and Canada. Visitors to the Rockies enjoy sparkling lakes, snow-capped **peaks** and other spectacular scenery. The region is also famous for its ski resorts and **wild game**. Some US and Canadian national parks can be found there. Several rivers, such as the Colorado, the Missouri, the Arkansas and others begin in the Rockies.

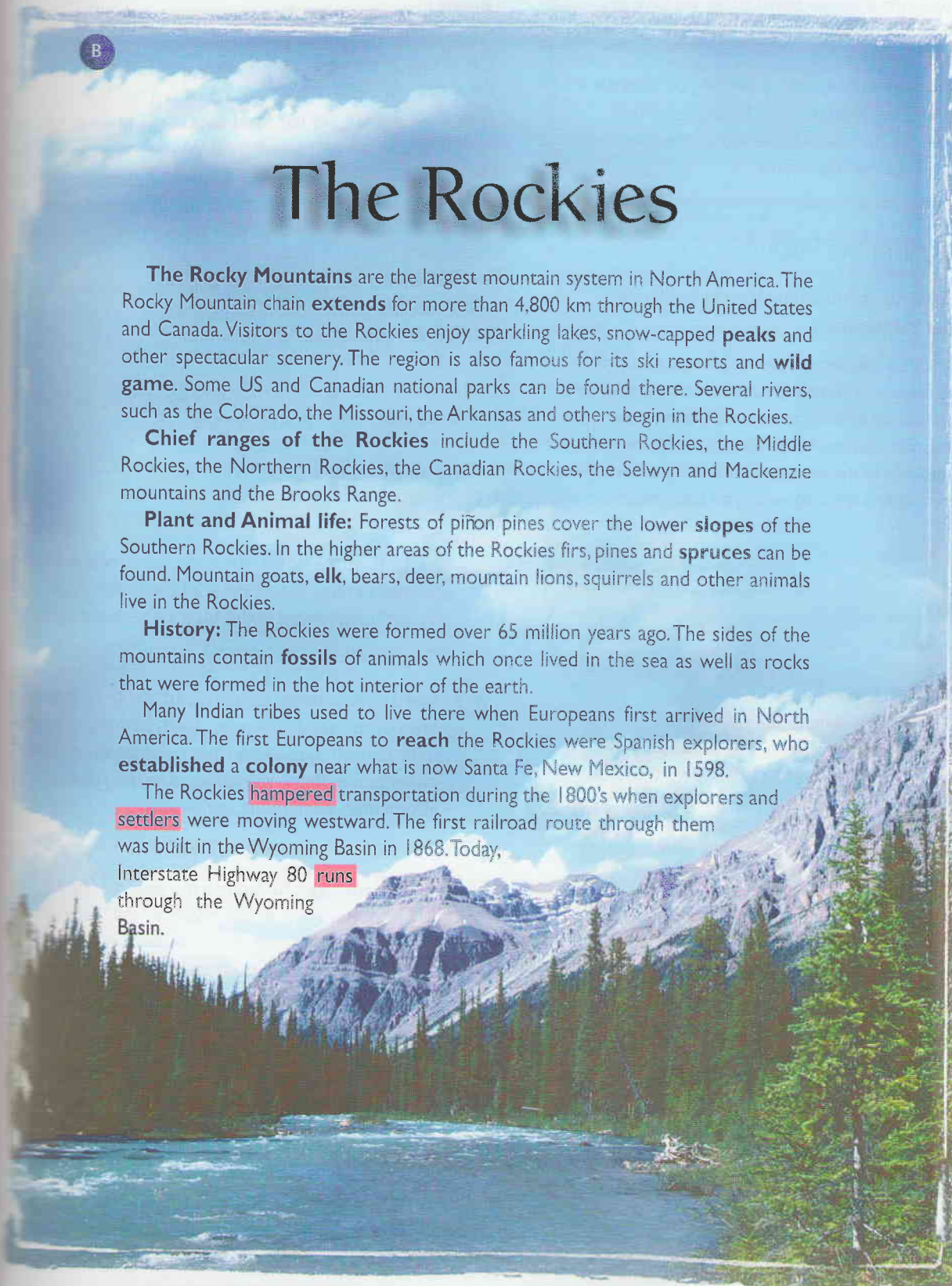
Chief ranges of the Rockies include the Southern Rockies, the Middle Rockies, the Northern Rockies, the Canadian Rockies, the Selwyn and Mackenzie mountains and the Brooks Range.

Plant and Animal life: Forests of piñon pines cover the lower **slopes** of the Southern Rockies. In the higher areas of the Rockies firs, pines and **spruces** can be found. Mountain goats, **elk**, bears, deer, mountain lions, squirrels and other animals live in the Rockies.

History: The Rockies were formed over 65 million years ago. The sides of the mountains contain **fossils** of animals which once lived in the sea as well as rocks that were formed in the hot interior of the earth.

Many Indian tribes used to live there when Europeans first arrived in North America. The first Europeans to **reach** the Rockies were Spanish explorers, who **established** a **colony** near what is now Santa Fe, New Mexico, in 1598.

The Rockies **hampered** transportation during the 1800's when explorers and **settlers** were moving westward. The first railroad route through them was built in the Wyoming Basin in 1868. Today, Interstate Highway 80 **runs** through the Wyoming Basin.



Writing a semi-formal transactional letter



We write a transactional letter to respond to some kind of written input. This input may be a letter, an advertisement, an invitation, notes, etc, or a combination of these.

When we write a transactional letter, we have to:

- Read the rubric carefully, underlining the key words/phrases
- Choose a writing style depending on who we are writing to (informal, semi-formal or formal)
- Cover all the points in the rubric in full sentences.

We should use our own words.

Analysing the Rubric

- 45** Read the rubric, underline the key words and answer the questions.

You are a teacher and you are taking a group of students on a skiing trip to France. You have made a preliminary booking at the hotel and now the assistant manager has contacted you for more details. Read part of the letter and the notes you have made, then write a letter answering his questions.

dates are the same

20 students
2 teachers (female)
12 boys - 8 girls

First of all, you have booked from the 16th to the 30th January. Can you confirm these dates, please? Also, I would like to know if you have the final numbers of boys and girls so we can assign the rooms to you.

Secondly, I will need to know if any of your students have any special needs.

Finally, could you let me know your flight details so I can make arrangements for your transfer from the airport?

4 vegetarians

Yours sincerely,
Maria Reeve

- Special discount price still applies?
- Can she arrange ski lift passes in advance?

Flight details
BA 257 arrives
16th 10:20am

- 1 Who are you writing to?
- 2 What style will you use to write this letter? Why?
- 3 Which of the following pieces of information should you include in your letter?
 - date of arrival • time of arrival • duration of stay
 - flight number • number of students
 - number of boys/girls • students' special needs
- 4 What questions would you ask?

Analysing a Model Text

- 46** a. Read the letter and cross out the inappropriate phrases in bold. Justify your choices.

Dear Maria,

1 Thank you for your letter. 1) **Here's what you need to know/I have the information you requested** and I also have a few questions of my own.

2 Firstly, 2) **the dates stay as they are/we haven't changed the dates**. We shall be coming from the 16th January to the 30th. Also, 3) **here are our flight details/our flight details are as follows**, we will arrive on flight BA 257 at 10.20am. 4) **Our party will consist of/There will be twenty students in total**, twelve boys and eight girls. There will also be two adults, myself and another female teacher. 5) **With regard to/And the special requirements**, there will be four vegetarians in our party.

3 Also, 6) **can you tell me/could you kindly inform me** if the special discount price is still available? Finally, 7) **would it be possible for you to/can you** organise our ski lift passes in advance.

4 I hope this covers everything. 8) **I am looking forward to seeing you soon/I can't wait to see you**.

9) **Yours truly/Love from**,
Jennifer Taylor

- b. Look at the notes. Have the exact words been used in the letter? Have all the points been included? What is the topic of each paragraph?

Style

- 47** Match the informal sentences to the semi-formal ones of the same meaning. Then, identify the type of letter each pair came from – **accepting / refusing an invitation, thank-you letter, asking for / giving information, apologising, giving advice**.

INFORMAL STYLE

- 1 c Thanks a lot for lending me your motorbike.
- 2 f Do you have a free room in the beginning of May?
- 3 a I'd love to come to your school play.
- 4 e Sorry for not being able to make it last Saturday.
- 5 b I think you should book soon.
- 6 d I'm 20 years old. I'm at university this year.

SEMI-FORMAL STYLE

- a I would be happy to attend the school play.
- b If I were you, I would make the bookings as soon as possible.
- c Thank you very much for the use of your vehicle.
- d I'm a twenty-year-old university student.
- e I'd like to apologise for not managing to meet you at last Saturday's conference.
- f I would like to know if you have any vacancies in early May.

- 45 Go through the tip and read out the rubric. Help Ss to recognise and underline the key words. Then, elicit answers to the questions.

Answer Key

Words to be underlined: teacher, a group of students, skiing trip, a preliminary booking at the hotel, assistant manager has contacted you for more details, write a letter answering his questions

- 1 The assistant manager of a hotel.
- 2 Semi-formal because you have contacted this person before.
- 3 • date of arrival • time of arrival • duration of stay
• flight number • number of boys/girls • students' special needs
- 4 Does the special discount price still apply? Can she arrange ski lift passes in advance?

- 46 a. Explain that this task tests Ss' ability to recognise writing styles and that the semi-formal style is the only appropriate style for this letter. Ss complete the task. Check Ss' answers.

Answer Key

- 1 Here's what you need to know – informal
- 2 the dates stay as they are – informal
- 3 here are our flight details – informal
- 4 Our party will consist of – formal
- 5 And the – informal + incorrect
- 6 could you kindly inform me – formal
- 7 can you – informal
- 8 I can't wait to see you – informal
- 9 Love from – informal

- b. Ss answer the questions. Check Ss' answers.

Answer Key

The exact words from the notes have not been used in the letter, however all of the points have been included.

Topics per paragraph

- Para 1: opening remarks/reason for writing
Para 2: details/answers to questions
Para 3: further questions
Para 4: closing remarks

- 47 Explain the task. Ss complete the task. Check Ss' answers.

Answer Key (See overprinted answers)

- 1 thank-you letter
- 2 asking for information
- 3 accepting an invitation
- 4 apologising
- 5 giving advice
- 6 giving information

Tapescript for Exercise 50b (p. 51)

Ss can refer to p.198 of the S's book for the same tapescript.

Kate: Okay. I think we're ready to write a reply to this fax, now. Do you have the details in front of you?

Sarah: Yes, I'm ready.

Kate: Right now, can I just double-check those dates, then?

Sarah: The um, the 6th to the 16th September, that's 10 days and eleven nights.

Kate: Right, I'll just make a note of that. Oh and have you booked the bus?

Sarah: Yes, I called them yesterday, so that's all organised. They'll pick us up at the school at 9 so we should arrive at Hawthorn Park at around 12:45. Just in time for lunch.

Kate: Great. Now, let's look at the rooms. There'll be the two of us, and 15, no 16 girls altogether. So we'll need one twin room for the teachers and I think we should put the girls in four, four-bed rooms. According to the brochure that Joe sent us, that will work out the cheapest; especially with their school discount. Oh, do we need another room for the driver?

Sarah: No, he's going to stay with someone locally, so we don't have to worry about him. Just the five rooms.

Kate: That's something to be grateful for. Now I just have to remember to ask them what sports facilities they have.

Sarah: Yes, and do we have to book these facilities before we use them?

Kate: Good idea.

Sarah: Don't forget to ask for information about the local area. Joe said that they could organise some things for us. Can he arrange a visit from a local historian?

Kate: Right. I've written that down, too. I think I've got everything I need now to write to Joe with the final details.

- 48 Explain the task. Do the first item with Ss, then Ss, in pairs, complete the task. Check Ss' answers by asking various Ss to read out their sentences.

Suggested Answer Key

- 1 I would like to know if there are any flights to Portugal on the 2nd April.
- 2 I feel I must inform you that we were not satisfied with our cabin.
- 3 I must apologise for the noisy behaviour of the children during their visit to the museum.
- 4 I would be grateful if you could let me know what time I need to arrive at the station.
- 5 Could you please inform me what time people will be arriving?

- 49 Explain the task. Read out the phrases in the box and the example. Ss complete the task. Check Ss' answers.

Answer Key

- 2 I would like to know how much it will cost altogether.
- 3 Could you tell me if any school discounts are available?
- 4 I would be grateful if you could tell me whether the hotel has any facilities for young children.
- 5 I would appreciate it if you could let me know what time the flight arrives.
- 6 I would like to know whether anybody will meet us at the airport.

- 50 a. Choose a S to read out the rubric. Ss work in pairs and underline the key words. Help Ss if necessary. Then, Ss answer the questions.

Answer Key (See overprinted answers)

- b. Explain the task. Play the cassette. Ss listen and fill in the missing information. Check Ss' answers.

Answer Key (See overprinted answers)

- c. Explain the task. Then Ss work in pairs and ask and answer questions using the information in the notes.

Suggested Answer Key

- B: They will leave on the 16th September.
 A: What time will they arrive?
 B: They will arrive at 12:45.
 A: How will they travel there?
 B: They will travel there by bus.
 A: How many people will there be in the party?
 B: There will be 2 teachers and 16 students.
 A: How many rooms will they need?
 B: They will need 5 rooms.
 A: What questions does the teacher want to ask?
 B: The teacher wants to ask what sports facilities they have and whether she can arrange a visit from a local historian.

- d. Elicit appropriate answers from various Ss.

Suggested Answer Key

Could you tell me what sports facilities are available at Hawthorn Park?

I would like to know whether it would be possible for you to arrange a visit from a local historian.

- 51 Go through the remarks 1-4. Read them out, then Ss identify which are opening remarks and which are closing remarks. Then, Ss decide which are appropriate and which are not giving reasons.

Answer Key

- 1 opening, appropriate
- 2 closing, inappropriate – too informal
- 3 closing, appropriate
- 4 opening, inappropriate – too informal

- 52 Present the plan. Explain the task. Ask questions and elicit answers to complete the plan. Assign the letter as written HW.

Suggested Answer Key

- Para 1 – To confirm the arrangements
 – I am writing to confirm the arrangements for our school visit to Hawthorn Park.
 Para 2 – dates of the stay (6-16th September) / time of arrival (12:45) / means of travel (bus) / size of party (2 teachers, 16 students) / number of rooms (5)
 Para 3 – What sports facilities do they have?
 – Can he arrange a visit from a local historian?
 Para 4 – Please do not hesitate to contact me should you require any further information.

Dear Mr Benson,

I am writing to confirm the arrangements for our school visit to Hawthorn Park. I also have a couple of questions to ask you.

Firstly, the dates of our stay have not changed. We shall be staying from the 6th to the 16th September. We will be travelling to and from Hawthorn by bus and will be arriving at about 12:45 on the 6th. There will be two teachers and sixteen students altogether so we were hoping to have one twin room for the teachers and four four-bed rooms for the girls.

Also, could you tell me what sports facilities are available at Hawthorn? I would also like to know whether it would be possible for you to arrange a visit from a local historian during our visit.

Please do not hesitate to contact me should you require any further information. I am looking forward to seeing you soon.

Yours truly,

Kate Peterson

- 53 Read out the sentences one at a time and help Ss to interpret them.

Suggested Answer Key

- If you travel from east to west, you are travelling in the same direction as the sun. At the same time, you are travelling in the same direction as the explorers did in America, Canada, etc. The explorers started from the east coast and moved westwards.
- If you travel, you learn many things about the world. However, if you don't travel, you will only learn about the place that you live in.
- If you are always on the move, you don't have a chance to build relationships.

Tapescript for Exercise 50b (p. 51) → See p. 50(T)

Ss can refer to p.198 of the S's book for the same tapescript.

43 Rewrite the following sentences in semi-formal style.

- 1 Are there any flights to Portugal on 2nd April?
- 2 We weren't very pleased with our cabin.
- 3 I'm sorry the children were so noisy during their visit to the museum.
- 4 Can you tell me what time I should get to the station?
- 5 Let me know what time the people will get here.

Indirect Questions

43 Rewrite these direct questions as indirect questions, as in the example. Use the phrases below to help you.

- Could you (tell me/let me know) ...
- I would like to know if/whether ...
- I would be grateful if ...
- I would appreciate it if ...

- 1 Can we hire a car at the hotel?
Could you tell me if we can hire a car at the hotel?
- 2 How much will it cost altogether?
- 3 Are there any school discounts available?
- 4 Does the hotel have facilities for young children?
- 5 What time will the plane arrive?
- 6 Will somebody meet us at the airport?

Discuss & Write

50 a. Read the rubric and underline the key words/phrases. How well does the person who is going to write the letter know the recipient? What would you expect to read in the letter?

- You are a teacher taking a group of students on a school trip. You have had a telephone conversation with the centre where you plan to stay. Now the Activity Leader has sent you a fax asking you to confirm the details you discussed on the phone. Read the fax and the notes you made carefully. Then write a letter in response.

b. Read the fax carefully. Then, listen to the conversation about the school trip and complete the notes.

Hawthorn Park Residential Activity Centre

From: Joe Benson, (Activity Leader)
To: Kate Peterson
Re: Trip Details

Dear Kate,
Regarding our recent telephone conversation, I'd like you to confirm a few details in writing so that we can move ahead with the arrangements for your school trip.

- The dates of your stay.
- The proposed time of arrival / means of travel.
- Size of party / number of rooms required.
- Any questions?

I look forward to hearing from you in the near future.
Yours truly,
Joe Benson

At: 12:45
By: bus

- 1 What sports facilities do they have?
- 2 Can he arrange a visit from a local historian?

c. Look at your notes. Then, in pairs, ask and answer questions, as in the example.

- A: *When will they arrive at Hawthorn Park?*
B: *On 6th September.*
A: *When will they leave? etc*

d. Rewrite the questions the teacher is going to ask in a semi-formal style.

51 Which of the following are *opening* and which are *closing remarks*? Which are appropriate for this letter?

- 1 I am writing to confirm the arrangements for our school visit to Hawthorn Park.
- 2 Call me if you want to know anything else.
- 3 Please do not hesitate to contact me should you require any further information.
- 4 You asked me to give you some details in writing.

52 Answer the questions in the plan, then write your letter (120-180 words). You do not need to include any addresses. Use the letter in Ex. 46 as a model.

plan

Introduction

Dear (+ recipient's full name,)

(Para 1) *Why are you writing the letter?*
How can you start the letter?

Main Body

(Para 2) *What information are you giving?*
(Para 3) *What questions do you want to ask?*

Conclusion

(Para 4) *How can you end the letter?*

Yours sincerely / Yours truly,
(Your full name)

53 Explain the sentences below in your own words.

Famous words

- He who travels west, travels not only with the sun but with history. *Hal Borland (US journalist)*
- The world is a book, and those who do not travel, read only a page. *Saint Augustine (Roman philosopher)*
- A rolling stone gathers no moss. *(traditional)*

Earth is Dearer than Gold

Lead-in

- 1 a. Look at the pictures (1-5) and say as many words as you can related to each one. How is the title related to the pictures?

- b. Which of the problems in the pictures exist in your country? Use the prompts to make up sentences as in the example. You can use your own ideas.

- cars • factories • greenhouse gases • smog
- trees • water • people

There are more and more cars on the roads.

There are more and more people living in the cities.

- 2 a. Look at the list of where we get our energy from today. Which of these are mostly used in your country? Which of these are renewable and which are non-renewable?

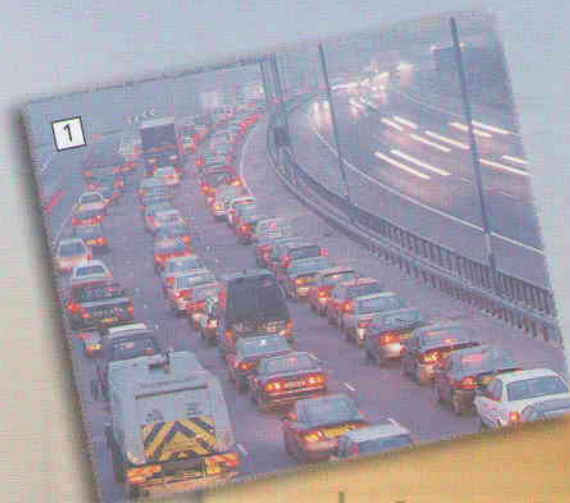
- wood • coal • water • gas • oil
- wind • sun

CD2, tr. 13

- b. Listen and write **S** (for solar energy), **W** (for wind power) and **H** (for hydropower) next to each use. Then, make up sentences as in the example.

- | | |
|---------------------------------------|----------|
| • run small gadgets | S |
| • create electricity for whole cities | H |
| • power grain mills and sawmills | H |
| • heat water | S |
| • run homes and communities | W |
| • heat and cool factories | S |
| • power batteries | S |
| • pump water | W |

We can use solar energy to run small gadgets.



5

Objectives

Reading: gapped sentences; reading for specific information; scanning a text

Vocabulary: Planet Earth; environmental problems; conservation

Grammar: comparisons; too/enough; -ing form/infinitive

Use of English: prepositions; phrasal verbs (fall, get); word formation; key word transformations; open cloze; idioms and fixed phrases

Listening: listening for specific information; listening for gist; listening for main points; listening for detail; reducing meaning; note taking; multiple matching; matching speakers to statements

Speaking: making suggestions about conservation; describing environmental problems; comparing past and present; comparing animals; answering questions about endangered species; talking about recycling; offering solutions to problems; complaining; playing for time

Pronunciation: key word stress

Writing: an essay providing solutions to problems; an article; a poem

- 1 a. • Read the title of the unit. Explain that it is a Bulgarian proverb. Elicit what the proverb means (*that the earth is the most valuable thing we have*). Elicit what Ss would expect to find in the unit (*the earth, the environment, endangered species, etc*).
- Ask Ss to look at the pictures one at a time and say what they see. Ss work in pairs and think of as many words as they can which are related to each one.

Suggested Answer Key

- 1 heavy traffic, busy roads, traffic pollution
- 2 crowded cities, smog, overpopulation, air pollution
- 3 water shortage, poverty, Third World, developing countries
- 4 trees, deforestation, rain forest, loggers
- 5 factories, air pollution, industrial waste, smoke, filters, greenhouse gases

• The title suggests that the earth is very precious and we should take good care of it. We should not destroy it in the ways shown in the pictures.

- b. Elicit the problems. There may be more than one answer for each picture. Ask Ss which of the problems exist in their country. Read out the prompts and the examples and then Ss make up sentences.

Suggested Answer Key

Problems:

- 1 heavy traffic, air pollution
- 2 overpopulated cities, smog
- 3 water shortage, poverty
- 4 deforestation
- 5 air pollution, industrial waste

There is more and more smog in our cities.

There is less and less water available.

There are more and more people living in poverty.

There are more and more trees being cut down.

There are more and more greenhouse gases being produced by factories.

There is more and more industrial waste being produced by factories.

- 2 a. Elicit what energy is (*power*). Read out the list of energy sources and elicit how we can use each resource to produce energy. (*We can burn wood, coal, gas and oil to produce heat. We can boil water to produce steam. We can collect the heat from the sun and use the wind to turn a rotor.*) Elicit answers to the questions from various Ss around the class.

Answer Key

Renewable energy sources: water, wind, sun

Non-renewable energy sources: coal, gas, oil, wood

- b. Explain the task. Play the cassette. Ss listen and write the correct letter next to each prompt.

Answer Key (See overprinted answers)

Suggested Answer Key

- We can use hydropower to create electricity for whole cities/to power grain and sawmills/to pump water.
- We can use solar power to heat water/to heat and cool factories/to power batteries.
- We can use windpower to run homes and communities.

Tapescript for Exercise 2b (p. 52)

Ss can refer to p.199 of the S's book for the same tapescript.

Speaker 1

Solar power is safe and clean. It does not pollute the environment and it is a very powerful, cheap, renewable resource. Solar power has always given us light and heat but now thanks, to solar technology, we are finding ways to store this power and use it as an alternative source of energy. Solar energy can be turned into electricity and used to run small gadgets like calculators. It is also used to heat water and to heat and cool factories, warehouses and other large buildings. Solar power batteries are also available. They capture and store the sun's energy so that it can be used when needed.

Speaker 2

We have been using windmills for hundreds of years to pump water so this form of energy is nothing new. However, today we are using wind turbines to turn this energy into electricity. The wind turbines have large blades which catch the wind. These blades are connected to a generator which produces electricity. Wind factories or farms are used to create enough electricity to run homes and communities. Unfortunately, areas which don't get enough wind have to use other sources of power as well.

Speaker 3

Hydropower is another natural source of energy. Fast moving streams or rivers have been used for hundreds of years to power grain and saw mills. Now they are used to create electricity. They can even create electricity for whole cities. By building dams across bodies of water we can redirect the flow through hydroelectric plants. Some hydroelectric power plants can even store the power to be used later. Hydropower is a safe and natural way to produce electricity as long as care is taken not to flood the surrounding areas or interfere too much with the natural flow of the water.

- 3 a. • Ask Ss to look at the picture at the bottom of p. 53. Elicit what the picture shows (*wind turbines*). Ss work in pairs and brainstorm to find as much vocabulary as they can which is related to the picture and the subject of wind power. Ss write these words in their notebooks. Ss read the list of words in the coursebook and compare it to the list in their notebooks. Explain any unknown vocabulary.
- Go round the class and elicit which words can be seen in the picture and which are merely associated with it.

Answer Key

In the picture: wind farm, wind turbines, slim towers, rotor blades

- b. • Allow Ss two minutes to read through the first paragraph. Ask them to think about what information might be missing. Read through the list of missing sentences (A-H) and elicit why E is the correct answer. (*It contains the reference words 'new' and 'energy' from the previous sentence. It continues the topic.*) Allow Ss five minutes to complete the task in pairs. Remind them to match the topic of the missing sentence with the topic of the sentence before and after each gap and to check that the sentence they choose fits grammatically and makes sense. Check Ss' answers. Then, ask Ss to justify their answers.

Answer Key (See overprinted answers)

- 1 reference words: 'greenhouse gases', 'global warming' and 'climate change' in the next sentence which refer to 'these methods'
- 2 reference word: 'what' in the previous sentence
- 3 reference words: 'many years', 'in countries like Holland and Denmark' in the previous sentence
- 4 reference word: 'pole' in the previous sentence
- 5 reference word: 'sea' in the previous sentence and 'offshore wind farms' in the next sentence
- 6 reference words: 'this number' in the next sentence

- As an extension, ask Ss how the title is related to the article. Ss can then suggest alternative titles. (e.g. *A new form of energy.*)

- c. • Help Ss to explain the words in bold by giving examples, synonyms or opposites. Ss may look up synonyms of the highlighted words in their dictionaries. Check Ss' answers around the class.

Answer Key

run out: finished

emit: produce

contribute to: add to

entire: whole

damaging: harming

coastline: shoreline

shut down: turn off

take up: use

significant: important

- As an extension, ask Ss: *What nationality do you think the author is? (British); How do you know? (He refers to himself as a member of the same society.); What type of writing is it? (an article); Where could it be found? (a newspaper or magazine)*

- d. (Ss' own answers)

- Remind Ss to practise *Reading aloud* using the S's

CD/ cassette. Ss listen to the text and follow the lines. Ss listen again with pauses, then read out from the text.

- 4 Explain the task. Ss work in pairs, read the article again and underline the advantages. Check Ss' answers and elicit any further advantages.

Answer Key

Advantages to be underlined: *alternative source of energy, practical, cheap to set up and maintain, highly productive and above all kind to our planet, reliable form of energy, generate as much power as fossil fuels and nuclear energy, but have none of the drawbacks, wind turbines make hardly any noise and they are not unpleasant to look at, they are often located on unoccupied sites or in areas that can also be used for farming, building wind farms at sea is also possible, a single wind turbine can produce enough electricity to power 375 homes, wind power offers a solution to all our energy problems by being a renewable, clean and safe source of energy and it is easy to live and work with*

Other advantages: *doesn't use fossil fuels or deplete our energy resources*

(Ss' own answers)

The Answer is Blowing in the Wind

Reading

a. Which of the words below can you see in the picture on p. 53?

- fossil fuels • generate power
- wind power • wind farm
- nuclear power stations
- alternative form of energy
- wind turbines • slim towers
- rotor blades • unoccupied sites
- monitor wind direction

b. Read the article and fill in the sentences (A-H) which best fit each paragraph (1-6). There is one extra sentence which you do not need to use.

- A At the moment there are only around sixty wind farms in Britain both on land and offshore.
- B More importantly, though, these methods of electricity generation are harmful to the environment.
- C In fact, the stronger winds generated at sea make offshore wind farms a practical alternative.
- D In fact, today it is the world's fastest-growing source of energy.
- E This new alternative source of energy must also be practical, cheap to set up and maintain, highly productive and above all kind to our planet.
- F Well, as people are increasingly coming to realise, the answer is all around us.
- G Wind power has been used for many years to pump water.
- H This pole is connected to a generator, where the electricity is made.

c. Explain the words in bold, then give synonyms for the highlighted words. Where could you read such an article?

d. Find words similar in your language.

Follow-up

- 4 Read the article again and underline the advantages of wind power. Can you think of any others? Is wind power used in your country?

Britain is in the middle of a serious energy crisis! We are desperately in need of a new form of energy which will be capable of **generating** enough power to see the country's **homes**, businesses and industries into the twenty-first century. But, that's not all! **[0 E]** This is certainly a tall order!

At the moment, more than 90% of Britain's energy needs are met by burning **fossil fuels** or generated in nuclear power stations. Unfortunately, these are not **renewable** sources of energy, and once they have **run out**, that's it. **[1 B]** They emit harmful **greenhouse gases**, which **contribute to global warming and climate change**.

How then can we produce enough energy to power an **entire** country without **damaging** the environment? What can we use as an alternative, reliable form of energy, which will generate as much **power** as fossil fuels and nuclear energy, but have none of the **drawbacks**? **[2 F]** Wind power!

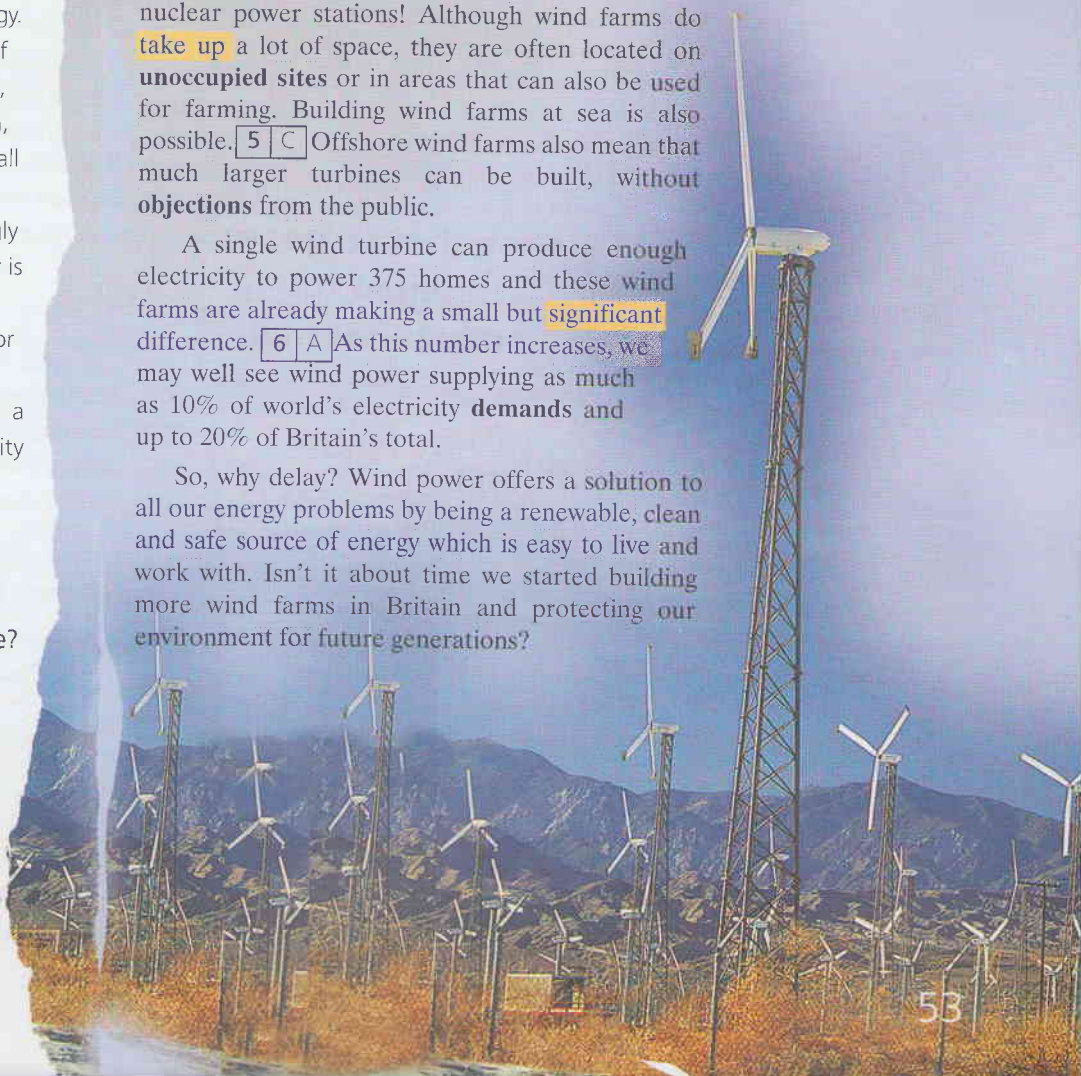
Wind power is an alternative energy source which has been used for many years in countries like Holland and Denmark. **[3 D]** Strangely enough, even though it is one of the windiest countries in Europe, Britain has been slow to **take advantage of** wind power. The strong winds which blow around Britain's **coastline** could easily be used to provide us with all our energy needs. All we need to do now is set up some wind farms.

Wind farms are actually **arrays** of electricity-generating **wind turbines**, which are tall, slim towers with two or three **rotor blades** at the top. The wind turns the blades, which spin a pole. **[4 H]** There can be as few as one and as many as thousands of wind turbines in a single array. Computers monitor the wind direction and speed, and can **shut down** the turbines if the wind becomes too strong.

What is more, wind turbines make hardly any noise and they are not unpleasant to look at, certainly not as ugly as nuclear power stations! Although wind farms do **take up** a lot of space, they are often located on **unoccupied sites** or in areas that can also be used for farming. Building wind farms at sea is also possible. **[5 C]** Offshore wind farms also mean that much larger turbines can be built, without **objections** from the public.

A single wind turbine can produce **enough** electricity to power 375 homes and these **wind farms** are already making a small but **significant** difference. **[6 A]** As this number increases, we may well see wind power supplying as **much** as 10% of world's electricity **demands** and up to 20% of Britain's total.

So, why delay? Wind power offers a **solution** to all our energy problems by being a renewable, clean and safe source of energy which is easy to live and work with. Isn't it about time we started building more wind farms in Britain and protecting **our environment** for **future generations**?



Vocabulary Practice



Planet Earth

CD2 tr.14 5 Listen and underline the correct piece of information about the Earth, then talk about it.

Circumference: 40,000/14,000 km

Diameter: 17,260/12,760 km

Percentage of surface area covered by oceans: 40% / 70%

Highest point: Mt Everest 8,848/4,888 m

Lowest point: Dead Sea – 800/400 m below sea level

The Earth's circumference is ...

Environmental Problems

6 a. Match the headlines to the environmental problems.

A Push for whale sanctuary in South Pacific

B Greenhouse gases blamed for sudden storms

C World to face water shortages by 2025

D More land off limits for loggers

E Population will rise to 10 billion people in next 50 years

Problems

Overpopulation

E

Lack of resources

C

Global warming

B

Deforestation

D

Endangered species

A

- b. Which of these problems do you think is the most worrying? Who do you think is responsible for solving these problems?
- c. Find headlines from newspapers related to environmental problems and present them to the class.

7 a. Match the problems to their effects and their solutions. Then in pairs discuss, as in the example.

Problems	Effects	Solutions
A Global warming	3	d
B Pollution	4	c
C Hunting/Overfishing	2	a
D Deforestation	1	b

Effects

- destruction of the rainforest
- many animals and fish wiped out
- change in world's climate – ocean levels rising – extreme weather conditions
- very poor air quality in cities – rivers and lakes full of industrial waste

Solutions

- Have stricter laws and harsher punishments for illegal hunting and fishing.
- Encourage countries to control the number of trees that are cut down.
- Reduce gases emitted from factories. Use public transport instead of cars.
- Reduce use of aerosols. Use alternative sources of energy.

A: What is the effect of global warming?

B: Global warming is causing a change in the world's climate. Ocean levels are rising and we are seeing more extreme weather conditions. We need to do something before it's too late.

A: What can we do?

B: We could reduce the use of aerosols. We could also use alternative sources of energy, etc

Writing

- b. Use ideas from Ex. 7a as well as information from other sources to write a short article about global warming. State the problem, then write what has caused it. Finally, write what we can do about it.

8 Match the columns to form compound nouns and explain them. Finally make up sentences using them.

rubbish	effect
gas	rain
acid	dump
greenhouse	layer
ozone	path
urban	mask
cycle	sprawl

rubbish dump: a place where rubbish is left

The rubbish dump on the outskirts of town is an eyesore.

- 5 • Explain the task. Play the cassette. Ss listen and underline the correct information. Then Ss work in pairs and talk about the Earth.

Answer Key (See overprinted answers)

Suggested Answer Key

The Earth's circumference is 40,000km and its diameter is 12,760km. Seventy percent of the Earth's surface area is covered by oceans. The highest point on the Earth is Mount Everest at 8,848m and the lowest point is the Dead Sea at 400m below sea level.

- As an extension, Ss may collect interesting information about the Earth from encyclopaedias, the Internet, Geography books, etc and present it to the class.
- 6 a. Read the heading. Elicit various environmental problems from students (*cutting down trees, hunting animals, etc*). Explain the task. Read out the headlines and the problems. Elicit/Explain the meaning of any unknown vocabulary by giving examples, synonyms, opposites, etc. Ss complete the task. Check Ss' answers.

Answer Key (See overprinted answers)

- b. Read out the questions and elicit opinions from various Ss around the class.

Suggested Answer Key

I think the most worrying problem is water shortage. I also think that every individual should do as much as they can to help solve these problems together with the governments and ruling bodies of the world.

- c. Ask Ss to collect as many headlines as they can related to environmental problems. Ss present their headlines to the class. The rest of the class match the headlines to environmental problems. As an extension, Ss can prepare a short news bulletin using one of the headlines that they have selected.
- 7 a. • Go through the prompts and explain any unknown vocabulary. Do the first item with Ss. Then, Ss work in pairs and complete the exercise. Check Ss' answers.
- Model the dialogue with two Ss, then ask various pairs to perform their dialogues in front of the class.

Answer Key (See overprinted answers)

Suggested Answer Key

- A: What is the effect of pollution?
- B: Well, pollution causes very poor air quality in cities. Rivers and lakes are full of industrial waste. We need to do something before it's too late.
- A: What can we do?
- B: We could reduce the amount of gases emitted from factories. We could also use public transport instead of cars.
- A: What is the effect of hunting and overfishing?
- B: Hunting and overfishing cause many animals and fish to be wiped out. We need to do something before it's too late.

- A: What can we do?
- B: We could have stricter laws and harsher punishments for illegal hunting and fishing.

- A: What is the effect of deforestation?
- B: Deforestation causes the destruction of the rainforest. We need to do something about it.
- A: What can we do?
- B: We could encourage countries to control the number of trees that are cut down.

- b. Elicit what global warming is and what causes it. Then, discuss what can be done to solve the problem. Assign it as written HW. Ss may collect more information from the library/the Internet/Geography text books/ etc. Check Ss' answers by asking some Ss to read their articles aloud to the class.

Suggested Answer Key

Global warming is an increase in the average temperature of the earth's surface. The burning of fossil fuels such as oil and gas produce greenhouse gases, which trap the heat from the sun in the earth's atmosphere. This causes global warming. We can solve the problem of global warming by decreasing the amount of greenhouse gases that are emitted. We can do this by reducing gases emitted from factories and encouraging people to use public transport more.

- 8 Elicit/Explain what a compound noun is. (A compound noun is a single noun that is made up of two or three nouns.) Explain the task. Ss work in pairs and complete the task. Check Ss' answers by asking individual pairs to read their answers aloud.

Answer Key (See overprinted answers)

gas mask: a mask we wear over our face to protect ourselves from poisonous gases

acid rain: rain polluted by acid from factories, car exhaust fumes, etc

greenhouse effect: gradual rise in the Earth's temperature

ozone layer: the part of the atmosphere that protects living creatures from harmful ultra-violet radiation

urban sprawl: expansion of a city or town

cycle path: special path for cyclists, separate from motor vehicles

Suggested Answer Key

The firefighters put on their gas masks and entered the blazing house to save the family.

Acid rain is destroying the tropical forests of the Amazon.

The greenhouse effect has led to many ice areas melting and sea levels rising.

Aerosols, toxic fumes and gases cause the hole in the ozone layer to increase, which makes the sun rays all the more dangerous.

The urban sprawl has given rise to mega-cities with scores of problems like pollution and crime.

Scandinavian countries have a rich network of cycle paths to protect their cyclists.

Tapescript for Exercise 5 (p. 54) → See p. 55(T)

Ss can refer to p.199 of the S's book for the same tapescript.

- 9 • Read the title. Ask Ss: *What problem is implied in the title? (the damage that we cause to the environment)* Allow Ss two minutes to complete the task. Alternatively, read each question and Ss circle their answers. At the end of the quiz, do a quick survey of the class to find out how many Ss scored mostly As, Bs or Cs. Ask Ss if they agree with the survey.
- As an extension, ask Ss to think of other ways they can help the environment (*use natural light as much as possible, use recycled paper rather than buying new paper, use biodegradable washing powder, use old newspapers and water to clean windows, read books instead of watching TV or playing computer games, use cloth instead of paper towels, napkins, etc.*).
 - Ss can work in small groups to produce their own questionnaire and have it published in the school newspaper or circulate it to other classes.
- 10 a. Elicit/Explain what is meant by **conserve** (*to save and protect the environment*). Explain the task. Allow Ss two minutes to complete the task. Check Ss' answers around the class.

Answer Key (See overprinted answers)

Suggested Answer Key

To use less petrol for transportation, we can use public transportation.

To use less electricity inside our houses, we can switch off the lights when we leave a room.

To use less electricity inside our houses, we can use fluorescent light bulbs.

To use less coal, gas, petrol and electricity to heat our homes, we can wear warmer clothes in the winter.

To use less coal, gas, petrol and electricity to heat our homes, we can insulate our houses.

- b. • Elicit/Explain the meaning of any unknown words. Explain the task. Ss work in pairs and list other ways to reduce our consumption of non-renewable resources. Ss present their answers in class.

Suggested Answer Key

To use less petrol for transportation, we can avoid using a car or motorcycle to cover short distances.

To use less petrol for transportation, we can drive more slowly.

To use less electricity, we can use a pressure cooker when we cook.

To use less electricity, we shouldn't open the fridge door more than we need to.

To use less coal, gas, petrol or electricity to heat our homes, we can close doors and windows tightly to keep the heat inside.

To use less coal, gas, petrol or electricity to heat our homes, we can use alternative energy sources such as solar energy.

- As an extension, Ss can prepare a leaflet of the dos and don'ts of conservation. The leaflet can be handed out to students in other classes, published in the school newspaper or pinned up on the class/school noticeboard.
- 11 Explain the task. Ss work in pairs and think of two points for each prompt. Check Ss' answers by asking individual pairs to report their ideas to the class. Ss then ask and answer questions about the prompts. Monitor Ss' performance around the class.

Suggested Answer Key

- A: *... make sure that we turn off the tap tightly when we finish using it.*
B: *That's a good idea.*
- A: *What can we do to create less litter?*
B: *It would be a good idea to recycle our rubbish.*
A: *That's true. We could also buy products that we can reuse.*
B: *That's a good idea.*
- A: *What can we do to reduce air pollution?*
B: *If we used our cars less, then there would be less pollution.*
A: *That's true. Another good idea would be to fine factories that produce too much smoke.*

- 12 Read the task. Elicit the vocabulary Ss need to complete the writing task. Explain that when we write rules, we use **always, never**; we avoid using the imperative on its own as this sounds rude. Discuss the task in class and then assign it as written homework.

Suggested Answer Key

Always take short showers.

Always turn off the tap tightly after using it.

Never let the water run while you are brushing your teeth.

Always reuse water where possible to water plants or for cleaning.

Never use running water to wash your car. Use a bucket of water instead.

Tapescript for Exercise 5 (p. 54)

Ss can refer to p.199 of the S's book for the same tapescript.

Children's TV presenter:

Now it's time for 'Did you know'. Today all our interesting facts are about our own planet - the Earth. Okay, here we go. Did you know that the Earth is the fifth biggest planet in our solar system? It has a circumference of 40,000 km and a diameter of about 12,760 km although this changes depending on where you are because the Earth isn't perfectly round.

Did you know that from outer space the Earth looks blue because of all its water? 70% of our planet's surface area is covered by seas and oceans, 97% of the world's water is salt water and only 1% is good enough for us to drink.

Okay, now let's read some viewers' letters and see how much you know about the Earth. Here's one from Sarah Brown in Bolton who says: "Did you know that the highest point on Earth is the top of Mount Everest at 8848 m above sea level?" Well done, Sarah. That's very interesting. "Do you know what the lowest point is, though?" Well, Ryan Jones from Leeds does. He tells us that it's the Dead Sea which is 400m below sea level. Thank you, Ryan. Sarah and Ryan will both receive a 'Did you know' pen.

Now it's time for this week's competition ...

- 9 Answer the questionnaire to see if you are environmentally aware.

Are you part of the problem?



- 1 **When you leave a room, do you**
- turn off all the lights?
 - leave one light on?
 - never bother to turn off the lights?
- 2 **Do you**
- take short showers (less than 10 minutes)?
 - have baths?
 - take long showers (more than 10 minutes)?
- 3 **Do you**
- walk or ride a bike for short journeys?
 - take public transport when you can?
 - travel everywhere by car?
- 4 **Do you**
- separate all your rubbish and recycle what you can?
 - recycle some of your rubbish?
 - never recycle anything?
- 5 **Do you**
- only use heating and air conditioning when you really need them?
 - use heating and air conditioning now and again?
 - have the heating on all winter and the air conditioning on all summer?
- 6 **When you are outside, do you**
- always put your litter in a rubbish bin?
 - usually try and find a bin for your litter?
 - throw your litter away on the ground wherever you are?

What your answers mean:

- Mostly a's** Well done! It sounds like you are doing all you can to help our planet. Keep up the good work.
- Mostly b's** It seems like you know about the problems that are facing our environment and try to do what you can. There are still some more things that you could do though.
- Mostly c's** There is a lot more you could do to help the environment. Why don't you read through the a and b answers and see if you could do any of the things mentioned here? Every little bit can help make our world a better place for everyone.

Conservation

- 10 a. There are many things we can do to conserve our non-renewable resources. Match the following suggestions (1-6) to the correct headings below. Then make up sentences, as in the example.

- switch off the lights when we leave a room
- wear warmer clothes in the winter
- ride a bicycle
- insulate our houses
- use fluorescent light bulbs
- use public transport

- a To use less petrol for transportation we can: 3, 6
- b To use less electricity inside our houses we can: 1, 5
- c To use less coal, gas, petrol and electricity to heat our homes we can: 2, 4

To use less petrol for transportation we can ride a bicycle.

- b. Can you think of any other ways to reduce consumption of our non-renewable resources?

- 11 In pairs think of two ways that we can: **save on water; create less litter; reduce air pollution**. Then, ask and answer, as in the example.

Making Suggestions

Why don't we ...
We can ... / could also ...
It would be a good idea to ...
If ..., then ...

- A: *What can we do to save on water?*
B: *A good idea would be to take shorter showers.*
A: *That's true, we could also ... etc*

Writing

- 12 Use ideas from Ex. 10 as well as information from other sources to write your own set of rules on how to save on water. Write at least five rules and pin them up on your class noticeboard.



Comparisons

Grammar Reference

13 Underline the comparative and superlative forms in the sentences. How are **more** and **most** used?

- Jenny is taller than Kate.
- The exam was easier than we expected.
- This restaurant is more expensive than the one we went to last night.
- The train was going faster and faster.
- The roads in the city are becoming more and more crowded.
- He thinks that the richer he becomes, the happier he will be.
- The African elephant is the biggest land mammal.
- London is the busiest city in the UK.
- She is the most beautiful woman I know.
- Tony is more capable than Billy.

14 Make up as many sentences as possible, as in the example.

			
fast	*	**	***
noisy	*	**	***
clean	***	*	**
expensive	*	***	**
* not very ** quite *** very			

A bicycle is not very fast. A car is faster than a bicycle. A train is the fastest of all. A car is quite fast. A train is very fast.

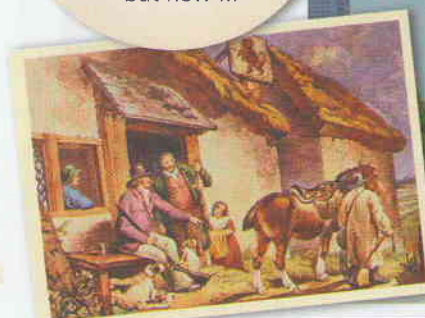
15 Complete the sentences using the correct forms of the comparative or superlative.

- Ruth seems much **happier** (happy) today than yesterday, doesn't she?
- Some scientists think that global warming is **the biggest** (big) problem facing the world today.
- It's becoming **harder** (hard) and **harder** (hard) to find a job nowadays.
- Steve is definitely **the best** (good) player in the team.
- Venice is **the most beautiful** (beautiful) city I have ever visited.
- He feels much **healthier** (healthy) since he started that diet.
- Tim finds history **more interesting** (interesting) than maths.
- It was one of **the most difficult** (difficult) things he has ever had to do.
- The **earlier** (early) we leave, the **sooner** (soon) we'll arrive.
- I'm sure you can do **better** (good) than that. Try harder.

16 In pairs, use the pictures and the prompts to compare life now and in the past. Think about: **life; people; dwelling; transportation; work; cities; streets.**

- hard/easy • work short/long hours • noisy/quiet
- healthy/unhealthy • slow/fast • exciting/boring
- inconvenient/convenient • safe/dangerous

People used to ... ;
These days ...
Most people in the
past/nowadays ... ;
(The) ... used to be ...
but now ...



A: Life used to be harder in the past than it is now.

B: I agree. These days life seems to be quite easy.

17 In pairs use the prompts to ask and answer questions about the animals listed, as in the example.

• elephant • lizard • mouse • cobra • centipede • tiger

- many legs • large • tall • small • fast • slow
- loud • poisonous

A: Which animal has got the most legs?

B: I think it's the centipede. Which animal ...

Too / Enough

Grammar Reference

18 Complete the sentences using either **too** or **enough**.

- Tom hasn't got **enough** money to move to a bigger flat.
- The river is **too** polluted to swim in.
- Erica's old **enough** to make her own decisions.
- Do you think that it's **too** heavy to carry?
- It might be **too** late to save some endangered species.
- Is it warm **enough** for you in here?
- The exam was **too** difficult for me.
- The hole in the ozone layer means that parts of the earth do not get **enough** protection from ultraviolet radiation.

- 13 Explain the task. Then do item 1 with Ss. Ss work in pairs and do the exercise. Elicit structures used for comparatives and superlatives. Refer Ss to the Grammar Reference Section for more detail.

Answer Key (See overprinted answers)

More is used before some two-syllable adjectives and adverbs and all adjectives and adverbs with more than two syllables to form the comparative degree.

Most is used before some two-syllable adjectives and adverbs and all adjectives and adverbs with more than two syllables to form the superlative degree.

- 14 Explain the task and the key. Then read out the example. Ss, one after the other, make up a sentence.

Suggested Answer Key

A bicycle is not very noisy. A car is noisier than a bicycle. A train is the noisiest of all. A car is quite noisy. A train is very noisy.

A car is not very clean. A train is cleaner than a car. A bicycle is the cleanest of all. A train is quite clean. A bicycle is very clean.

A bicycle is not very expensive. A train is more expensive than a bicycle. A car is the most expensive of all. A train is quite expensive. A car is very expensive.

- 15 Explain the task, then do item 1 with Ss. Ss work in pairs and do the exercise. Check Ss' answers on the board. Place emphasis on correct spelling.

Answer Key (See overprinted answers)

- 16 Read the task. Explain the prompts and then read out the example. Allow Ss two minutes to complete the task. Monitor Ss' performance around the class and then ask some pairs to model their dialogues in front of the class.

Suggested Answer Key

A: *People used to work longer hours.*

B: *That's right. Most people nowadays work quite short hours.*

A: *Dwellings used to be quite inconvenient in the past.*

B: *Yes, but now they are very convenient.*

A: *In the past, transportation was much slower.*

B: *You're right. These days transportation is very fast.*

A: *Life used to be quite dangerous in the past.*

B: *I agree. Nowadays it's much safer. etc*

- 17 Go through the list of animals and the prompts. Explain the task and read out the example. Ss work in pairs to complete the task. Monitor Ss' performance around the class and then ask some pairs to model their dialogues in front of the class.

Suggested Answer Key

A: *... is the largest?*

B: *The elephant. Which animal is the tallest of all?*

A: *I think it's the elephant. Which animal is the smallest of all?*

B: *The mouse. Which animal is the fastest?*

A: *I suppose it's the tiger. Which animal is the slowest?*

B: *I think it's the centipede. Which animal is the loudest of all?*

A: *It's the elephant. Which animal is the most poisonous of all?*

B: *The cobra, of course!*

- 18 • Write on the board: *He is too old to drive, He is old enough to drive.* Elicit how the sentences are formed (*too old - old enough*). Refer Ss to the Grammar Reference Section for more detail.
- Explain the task. Do item 1 with Ss. Ss work in pairs to complete the exercise. Check Ss' answers.

Answer Key (See overprinted answers)

- 19 Read and explain the task. Ask Ss to match the columns to form correct sentences. Ss then work in pairs and complete the exercise. Check Ss' answers.

Answer Key

*I can't stand people **throwing** rubbish in the streets. (-ing form)
We can all **help save** endangered species. (infinitive without to)
I'd like **to join** an environmental group. (to-infinitive)*

- 20 Explain the task and do item 1 with Ss. Ss work in pairs and do the exercise. Check Ss' answers around the class. Refer Ss to the Grammar Reference Section for more detail.

Answer Key (See overprinted answers)

Suggested Answer Key

- 2 He apologised for being late.
- 3 I would love to go to the cinema tonight.
- 4 She loves going to the zoo.
- 5 You should try to come to the meeting.
- 6 I'm looking forward to going to the beach this weekend.

- 21 Explain the task and do item 1 with Ss. Ss work in pairs to complete the exercise. Check Ss' answers. Ask Ss to justify their answers.

Answer Key (See overprinted answers)

- 1 go + -ing form (for activities)
- 2 modal verb + inf without to
- 3 for + noun/pronoun + to-inf
- 4 would love + to-inf
- 5 look forward to + -ing form
- 6 verb + preposition + -ing form
- 7 would like + to-inf
- 8 preposition + -ing form
- 9 modal verb + inf without to
- 10 verb + preposition + -ing form

- 22 Explain the task and do item 1 with Ss. Ss work in pairs and complete the exercise. Check Ss' answers.

Answer Key (See overprinted answers)

- 2 forget = not recall
- 3 stop = finish, give up
- 4 stop = stop briefly in order to do sth else
- 5 remember = not forget
- 6 remember = recall
- 7 want = intend
- 8 try = do sth as an experiment

- 23 Explain the task and do item 1 with Ss. Allow Ss two minutes to complete the task. Monitor Ss' performance around the class and then ask individual Ss to read their sentences aloud to the class.

Suggested Answer Key (See overprinted answers)

Game

Ss play the game as instructed in the Student's Book. (Tell Ss that it is not necessary to use all the words.)

Suggested Answer Key


*... he was waiting at the airport. He was really **looking forward to going** to Bora Bora. Just then, there was an announcement, "We **regret to inform** you that flight S129 to Bora Bora will be delayed." John **didn't mind waiting**. He sat down and **tried to finish** reading his book. However, after three hours, John **started to worry**. He **had arranged to go** on a tour of the island as soon as he arrived and he **hated to be late**. He **wanted to call** them and tell them he was going to be late. He **decided to find** out what was going on. He asked the man at the counter, who said, "I'm sorry Sir, but flight S129 left two hours ago."*

-ing form / Infinitive

Grammar Reference

- 19 Match the items in the two columns to make complete sentences. Underline and label the **-ing form**; the **to-infinitive form**; the **infinitive without to form**.

<ul style="list-style-type: none"> • I can't stand people • We can all • I'd like 	to join an environmental group, throwing rubbish in the streets, help save endangered species.
--	--



- 20 What does each group of words take: **to-inf**, **inf without to** or **-ing form**? Give an example for each.

- go (+ activity) + **-ing form**
- verb + preposition + **-ing form**
- would love/like/hate + **to -inf**
- like/love/hate + **-ing form**
- modal verbs + **inf without to**
- can't stand/help, look forward to + **-ing form**

I often go swimming at weekends.

- 21 Put the verbs in brackets into the correct form.

- He goes **swimming** (swim) every morning before work.
- George isn't here; he must **be** (be) on his way to work.
- We're still waiting for him **to arrive** (arrive).
- I would love **to visit** (visit) India one day.
- Lisa is looking forward to **meeting** (meet) you.
- He only finished the essay on time by **working** (work) all night.
- Come here. I would like **to tell** (tell) you something.
- Laura didn't want to leave without **speaking** (speak) to Dan.
- We should **do** (do) more to help endangered species.
- He is thinking about **changing** (change) jobs.

- 22 Fill in the **-ing form** or **to -inf**. Then explain the words in bold.

- He forgot **to put** (put) out the fire. (*forget = not remember to do sth*)
- I'll never forget **visiting** (visit) Italy for the first time.
- Jamie couldn't **stop thinking** (think) about what had happened the night before.
- Sorry I'm a bit late. I had to **stop to buy** (buy) petrol on the way over here.
- Did you **remember to get** (get) some milk when you were out?
- I **remember talking** (talk) to your friend Debbie at the party.
- He **wanted to catch** (catch) the 8 o'clock train but he was too late.
- Sandra tried **writing** (write) him a letter but he didn't answer.

- 23 Complete the sentences using **to-inf**, **inf without to** or **-ing form**.

- Josh isn't interested in **attending** the lecture.
- He refused **to clean up** his room.
- Paula's keen on **playing** football.
- If they've got enough time, they'll **go for a stroll**.
- These days we can **find information** quickly on the Internet.
- She really hates **waiting** in queues.
- Jason can't help **liking** her.
- Do you like **playing** computer games?
- You should **improve** your handwriting.
- We're looking forward to **visiting** Disneyland next summer.

Game



Chain Story. In turns use the words in the list to make up a story using **-ing form** or **infinitive forms**. Cross out the words used each time so that you won't use them again.

- like • love
- manage • mind
- write • threaten
- hope • must
- start • finish
- hate • regret
- avoid • arrange
- afford • look forward to
- want • can't stand
- decide



*John likes travelling abroad.
One day ...*

Prepositions

Appendix 1

- 24 a.** Fill in the correct preposition, then explain the phrases in bold.
- 1 She was **grateful to** all the volunteers **for** their help.
 - 2 The chemical factory's owner was found **guilty of** dumping barrels of chemicals into the river.
 - 3 Did you **hear about** the Environmental Weekend at Woodford in June?
 - 4 Local authorities are anxious to **hear from** anyone who may have seen the waste being dumped in the park.
 - 5 Have you ever **heard of** the greenhouse effect?
 - 6 He has always been **hopeless at** speaking in public.
- b.** Fill in the correct prepositions, then choose any five phrases and make up sentences using them.
- 1 in need **of**; 2 capable **of**; 3 to be generated **in**; 4 to contribute **to**; 5 to protect sth **from** sb; 6 to take advantage **of** sth; 7 to provide sb **with**; 8 to be used **for** sth

Word Formation

- 26** Fill in the correct word derived from the word in bold.

Treasuring the Tundra

The tundra is a cold, dry, 0) **treeless** region with very cold temperature and little rain. One of its most 1) **distinctive** characteristics is the 2) permanently **frozen** layer of ground called permafrost. 3) **Surprisingly**, these extreme conditions can support a wide 4) variety of wildlife. In fact, several groups of Inuit people live there, relying on hunting and fishing for their 5) **survival**. The animal life includes such species as arctic foxes, reindeer, wolves and seals. In spring, 6) **colourful** flowers cover the ground. The snow offers 7) **protection** to such plants, allowing them to resist the cold temperatures. However, it is 8) **impossible** for trees and larger plants to live in this environment.

The tundra is extremely fragile, so any changes caused by increasing temperatures and high 9) **pollution** levels will have a 10) **considerable** effect on the environment. We need to safeguard this delicate environment for the future.



TREE
DISTINCT
PERMANENT
SURPRISE
VARY
SURVIVE
COLOUR
PROTECT
POSSIBLE

POLLUTE
CONSIDER

Phrasal Verbs

Appendix 2

- 25** Replace the words in bold with the correct phrasal verb formed with **fall** or **get**.
- 1 You can always **rely on** me for help.
 - 2 Do you think that they are going to **escape without punishment** for their crime?
 - 3 I really **like** Alice, she's such a friendly person.
 - 4 It took Tony a long time to **recover from** his illness.
 - 5 I can't believe they **were deceived by** that old trick.
 - 6 The plans for the new sports centre **failed to be completed**.
 - 7 He's going to try to **finish** the first half of that report tonight.

Key Word Transformations

- 27** Complete the second sentence using the word in bold. You must use between two and five words including the word given.
- 1 Emma is finding it difficult to manage on the money she earns now.
difficulty Emma **has difficulty (in) managing** on the money she earns now.
 - 2 No one seemed to want to join the theatre group this year.
interest There seemed to **be no interest in joining** the theatre group this year.
 - 3 She didn't say goodbye last night.
without She left **without saying goodbye** last night.
 - 4 Ian has managed to give up smoking.
succeeded Ian **has succeeded in giving up** smoking.
 - 5 Richard is 18, so he can vote.
old Richard **is old enough to** vote.

- 24 a. Explain that this exercise works with Appendix 1 at the back of the book. Go through the letters G & H. Explain the task. Ss do the exercise. Check Ss' answers and ask Ss to explain the phrases.

Answer Key (See overprinted answers)

- 1 *wanting to thank sb for sth*
- 2 *having committed a crime or offence*
- 3 *find out about sth*
- 4 *receive a letter or phone call from sb*
- 5 *know about sth but not in a lot of detail*
- 6 *very bad at sth*

Appendix 1 (p. 58)

Ss can refer to p. 183 of the S's book for the same appendix.

G

• **genius** at (n) • **glance** at (v) • **glare** at (v) • **good** at (adj) (but: He was very good to me.) • **grateful** to sb for sth (adj) • **guilty** of (adj) (but: He felt guilty about his crime.)

H

• **happen** to (v) • **happy** about/with (adj) • **hear** about (v) (= be told) • **hear** from (v) (= receive a letter/phone call) • **hear** of (v) (= know that sth or sb exists) • **hope** for sth (v) • **(no) hope** of (n) • **hopeless** at (adj)

- b. • Explain that the phrases in this exercise are taken from the article on p. 53. Do item 1 with Ss, and then Ss work in pairs and complete the exercise. Check Ss' answers. Then Ss choose five expressions and make up sentences using them.
- Alternatively, assign the exercise as written HW. Ss prepare the sentences for the next lesson. Check Ss' answers.

Answer Key (See overprinted answers)

(Ss' own answers)

- 25 • Explain that this exercise works with Appendix 2 at the back of the book.
- Ask Ss to think of any phrasal verbs formed with **fall** or **get**. Write them on the board. Elicit their meanings by asking Ss to give examples.
- Do item 1 with Ss, and then Ss work in pairs and complete the exercise. Check Ss' answers. Ss should memorise these phrasal verbs.

Answer Key

- | | | |
|------------------------|-------------------|-----------------------|
| 1 <i>fall back on</i> | 4 <i>get over</i> | 6 <i>fell through</i> |
| 2 <i>get away with</i> | 5 <i>fell for</i> | 7 <i>get through</i> |
| 3 <i>get on with</i> | | |

- 26 • **Pre-Reading:** Ask Ss to look at the title and the picture. Elicit the meaning of **Tundra** (*a cold, dry area in the north of Asia, Europe and America where trees cannot grow*). Ask Ss: *What would you expect to see there? (snow, ice, wolves, moss, grass, foxes, polar bears, seals, walrus, etc)*
- Explain that the words in capitals are the stem from which the missing words are derived.
- Read the text aloud up to the example. Elicit that **treeless** is an adjective. Continue with item 1. Elicit what the missing word is by asking questions *Is it a verb? (No, the verb is comes after the noun.); Is it an adverb? (No, it isn't. It doesn't describe a verb.); Is it an adjective? (Yes, it is. It comes before the noun and describes/gives more information about the noun.); What is the missing word? (distinctive) Write the answer on the board. Repeat the process for the rest of the items in the exercise.*
- When Ss have completed the exercise, choose individual Ss to read the text aloud.

- Remind Ss of the table they started in units 1 and 2. Draw the table on the board and complete the table accordingly by eliciting answers from Ss. Ss copy the completed table into their notebooks.

Answer Key (See overprinted answers)

VERB	NOUN (person)	NOUN	ADJECTIVE	ADVERB
–	–	tree	treeless	–
–	–	distinction	distinct, distinctive	distinctively
–	–	–	permanent	permanently
surprise	–	surprise	surprised, surprising	surprisingly
consider	–	consideration	considerate, considerable	considerably
survive	survivor	survival	–	–
colour	–	colour	colourful, colourless	colourfully
protect	protector	protection	protective	protectively
–	–	possibility	possible	possibly
pollute	–	pollution	–	–

- **Post Reading:** Ask Ss to carry out some research on the tundra in the library/on the Internet. Ss can also collect pictures of the tundra and the plants and animals living there. Then, Ss can use the information and pictures to design a poster. Posters can be put up in the classroom or around the school.
- As an extension, ask Ss: *What type of writing is it? (an article); Where could it be found? (geography/ environmental studies textbook or magazine feature)*

- 27 Explain the task. Ss do the exercise. Remind Ss that the second sentence must have the same meaning as the first. Ss complete the exercise. Check Ss' answers and ask Ss to identify the grammatical structure being tested.

Answer Key (See overprinted answers)

- 1 *have difficulty (in) + -ing form*
- 2 *there is interest in + -ing form*
- 3 *without + -ing form*
- 4 *succeed in + -ing form*
- 5 *be + adj + enough + to -inf*

Appendix 2 (p. 58)

Ss can refer to pp. 185-186 of the S's book for the same appendix.

Fall

fall apart = (int) come to pieces
fall back on = (tr) turn to sb/sth for help when other plans have failed
fall behind with = (tr) fail to keep up with
fall for = 1) (tr) fall in love with sb;
 2) (tr) be deceived
fall in = (int) collapse

fall in with = (tr) agree with
fall into = 1) (tr) be divided into (categories); 2) (tr) begin; enter a state
fall on = 1) (tr) attack; 2) (tr) eat hungrily
fall out with = (tr) quarrel
fall through = (int) fail to be completed

Get

get across = (tr) successfully communicate ideas
get along = (int) continue despite difficulties
get along with = (tr) be on friendly terms, **get on with**
get at = (int) mean
get away with = (tr) escape punishment for a wrongful, illegal act
get back = (tr) recover possession of
get down = 1) (tr) swallow with difficulty; 2) (tr) depress
get down to = (tr) start doing sth seriously

get on = 1) (tr) enter (bus, train, etc);
 2) (int) make progress
get on with = (tr) be on good terms with
get out = (int) (of news) become known
get over = (tr) recover from
get round = (tr) persuade, bring round
get round to = (tr) find time to do sth
get through = 1) (tr) finish (a piece of work); 2) (tr) go on living through difficult times
get through to = (tr) reach by phone
get up = (int) rise from bed

- 6 not + adj + enough for sb
7 not + as/so ... as

- 28 • **Pre-Reading:** Ask Ss to brainstorm all the living things they know that are endangered (*pandas, tigers, whales, etc.*).
• Ask Ss to skim the text quickly to get the gist.
• Read the example. Ask Ss to explain why **first** is the correct answer (*the + first to show order*).
• Do item 1 with Ss. Ask Ss to look at the words before and after the gap and then decide on the missing word. Ask Ss to explain why **to** is the correct answer (*come to mind is a phrase which means 'to think of sth without really trying'*). (Refer Ss to the tip on p. 24 if necessary.) Ss work in pairs and complete the exercise. Check Ss' answers. Ask Ss to justify their answers.

Answer Key (See overprinted answers)

- 1 come to mind
- 2 not many + noun
- 3 in fact
- 4 more ... than
- 5 one of the major/main
- 6 which – relative pronoun to begin a relative clause
- 7 come/derive from
- 8 are collected from
- 9 such as
- 10 valued for sth
- 11 have become + adj
- 12 more and more
- 13 aware of
- 14 There is/are
- 15 as well as

- **Post Reading:** Ask Ss to do some research in the library/on the Internet and find out what plants are endangered in their country. Ss can make a class poster to show the information they collected.
- As an extension, ask Ss: *What type of writing is it? (an article); Where could it be found? (in a newspaper or magazine)*

- 29 Explain the task. Ss do the exercise. Check Ss' answers. Then, allow Ss two minutes to think of any similar idioms in their own language. Elicit idioms from Ss. Ask Ss: *Is this similar to/different from any of the idioms in the exercise? How?*

Answer Key

- | | |
|-------------------|--------------------------|
| 1 admire | 5 criticise |
| 2 busy and active | 6 become disappointed |
| 3 not move | 7 not show gratitude for |
| 4 be kind | 8 remain calm |

(Ss' own answers)

- 30 • Explain the task. Ss do the exercise. Check Ss' answers, then Ss explain the idioms.

Answer Key (See overprinted answers)

- 1 be very nervous or excited
- 2 be able to achieve two things you want rather than one
- 3 do sth that you feel you have to do even though it is difficult or unpleasant
- 4 not genuine or sincere tears
- 5 the largest part of sth

- Allow Ss two minutes to brainstorm in pairs and write down as many other idioms with animals as possible. Elicit idioms and write them on the board. Ss copy into their notebook.

Suggested Answer Key

- bet on the wrong horse: choose unwisely
- like a bull in a china shop: person with no tact who upsets others or upsets plans
- curiosity killed the cat: being too nosy may lead sb into trouble
- eat like a horse: eat a lot
- hold one's horses: wait; be patient
- throw sb to the wolves: send sb into danger without protection etc

- 6 It's too cold for us to go to the park today.
not It's **not warm enough for us** to go to the park today.
- 7 The tickets for the concert were more expensive than I had expected.
as The tickets for the concert were **not as/so cheap as** I had expected.

Open Cloze

- 28 Read the text and think of the word which best fits each gap. Use only ONE WORD in each gap.

SOWING THE SEEDS FOR SURVIVAL

When people mention endangered species the 0) **first** things that come 1) **to** mind are probably whales, pandas or tigers. Not 2) **many** people would think of plants, but, in 3) **fact**, there are far more threatened species of plants 4) **than** of threatened mammals, fish, birds and insects combined.

One of the 5) **major/main** threats to the survival of many plants is industrialisation. This causes pollution and acid rain, 6) **which** destroy forests and harm many species of plant. Another threat is man! Many products that man uses 7) **come/derive** from plants. For instance, many plants 8) **are** collected from the Amazon and are used to make medicines. Other plants, 9) **such** as mahogany trees, are valued 10) **for** their timber and are very popular building materials. There are even plants that 11) **have** become desirable collectors' items. Luckily,

12) **more** and more people are becoming aware 13) **of** the problem and change is on the way.

14) **There** are now a number of organisations that are working to protect endangered plants as 15) **well** as animal species and preserve all living things for the future.

- 30 Fill in the correct animal from the list, then explain the phrases in bold. In pairs, think of other idioms with animals.



Idioms & Fixed Phrases

- 29 Match the phrases in bold to the definitions. Have you got any similar idioms/ phrases in your language? How do they compare with those in the exercise below?

- criticise • busy and active • be kind • not show gratitude for
- admire • remain calm • become disappointed • not move

- I really **take my hat off to** those eco-warriors. At least they are standing up for what they believe in.
- He's exhausted, he's been **on the go** all day.
- If you just **hold still** for a minute, I can explain everything to you.
- She may seem strict but underneath she **has a heart of gold**.
- I don't know why she **was having a go at** Steve. It wasn't his fault.
- Environmentalists mustn't **lose heart** even when it seems like some people are ignoring them.
- I'm happy to help her out but I don't want to **be taken for granted**.
- Martin **kept his head** and didn't panic despite the chaos around him.

- Ben was so nervous he **had butterflies** in his stomach before he gave his speech.
- If I go into town to visit Mark, I might as well **kill two birds with one stone** and do some shopping on the way home.
- I don't want to tell Liz the truth but I suppose it's time to **take the bull by the horns** and get it over with.
- I'm sure Jean wasn't really upset; those were just **crocodile tears**.
- Peter has done most of the work, so he should get **the lion's share** of the money.

Listening & Speaking Skills

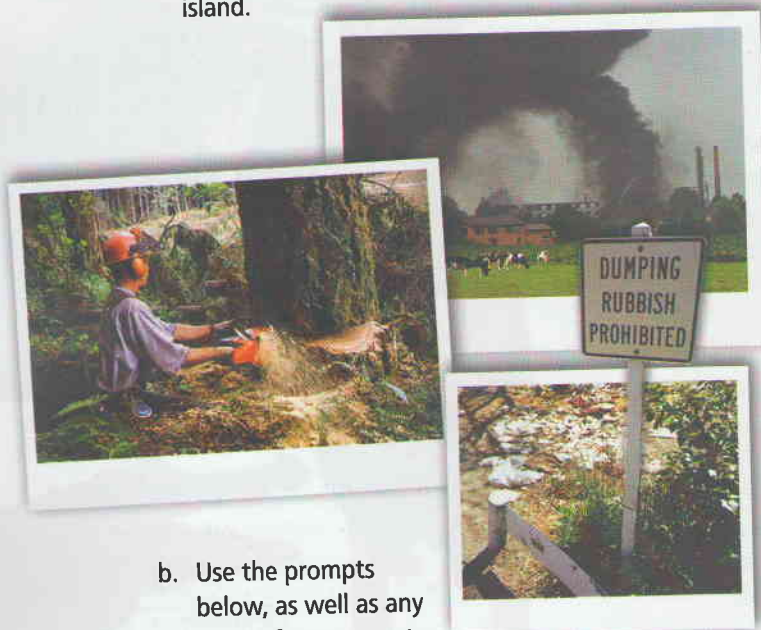
- CD 2, tr. 15
- 31 Listen to the people talking about problems on their island and write **S** (for Sandra), **B** (for Bill) or **J** (for Janet).

Which speaker:

- didn't hear a warning
- thinks the factory causes air pollution
- expected a warning
- believes that everyone is responsible
- saw somebody littering
- mentions a new building project
- is worried about wildlife
- suggests doing something

S
B
B
J
J
S
J
B

- 32 a. Look at the pictures and describe them. Then, in pairs, discuss the problems faced by Sandra's island.



- b. Use the prompts below, as well as any ideas of your own, to suggest possible solutions, as in the example.

- fit filters to factory chimneys
- plant more trees
- write to the government
- fine people who drop litter
- improve public transport

Useful language for making suggestions

A good idea would be ...; Why don't we ...;
We should/ could ...; If we ..., then ...;
Perhaps we should ...; I think ...

- A: One of the problems which the island faces is air pollution.
B: I couldn't agree more. You know, if factory owners fitted filters to the factory chimneys, then there wouldn't be so much air pollution.

- CD 2, tr. 16
- 33 You will hear part of a radio talk about endangered species. For questions (1-6), complete the notes which summarise what the speaker says.

- John McKenzie is an **animal rights** activist.
- John is working to raise **(people's) awareness** about the problem of our endangered species.
- We are wiping out the **(natural) habitats** of many animals.
- We need to be more careful about the **souvenirs** we buy.
- If we look after the **environment**, more animals will survive.
- We should report people who **hunt and kill** animals to the police.

- 34 a. Look at the pictures and answer the questions.



- What dangers do these animals face?
 - How is the title related to the pictures?
 - What can we do to protect animals?
 - What do you think this quotation implies: "The more I know people, the more I like animals"?
- b. Give a one-minute monologue suggesting ways to protect animals.

CD 2, tr. 17

- 35 You will hear five people talking about recycling ideas. Match the speakers to the sentences. There is one sentence which does not match any of the speakers.

- This will save lives.
- Teaching the public about recycling.
- Providing work and helping the environment.
- Things can be used more than once.
- Reasons why we should all recycle.
- This helps cut down energy use.

Speaker 1 **F**
Speaker 2 **B**
Speaker 3 **D**
Speaker 4 **C**
Speaker 5 **A**

- **Pre-Listening:** Explain the situation. Elicit from Ss what problems islanders can face (e.g. too many tourists; litter; not enough water; etc).
- Read out the prompts and then play the cassette twice. Ss do the exercise. Check Ss' answers by playing the cassette again with pauses. Ss, then, check which of the problems they mentioned was in the script.

Answer Key (See overprinted answers)

- a. Ask Ss to look at the pictures and elicit the problems (deforestation/cutting down too many trees, air pollution/smog/litter). Ss work in pairs and describe each of the pictures. Monitor Ss' performance, then ask some pairs to act out their dialogues in class.

Suggested Answer Key

- A: The first picture shows deforestation. There is a man, probably a lumberjack, cutting down a tree with a chainsaw.
 B: Yes, and the tree looks very old, doesn't it?
 A: You're right. Then, in the background I can see other trees that have already been cut down. etc

(Ss' own answers)

- b. • Read the prompts and help Ss match the prompts to the problems. Then, Ss work in pairs and suggest solutions to the problem. Monitor Ss' performance around the class. Then, ask some Ss to act out their dialogues in front of the class.
- As an extension, ask Ss to list the environmental problems faced by their village/town/country. Then, Ss can work in pairs and discuss possible solutions to the problems.

Suggested Answer Key

- A: Another problem which the island faces is deforestation.
 B: I couldn't agree more. You know, I think we should start planting more trees.
 A: You're right. That will replace the trees that are being cut down.
 B: It will also help the endangered species to survive.
 A: Perhaps we should also write to the government and tell them about the problems faced by the island.
- A: The island also has a problem with littering.
 B: That's true. You know, a good idea would be to fine people who drop litter.
 A: That's a great idea. We could also put more bins out on the streets and public areas.
- A: Another good idea would be to improve public transport.
 B: That's a good idea. That would mean that both tourists and locals could use their cars less.

- **Pre-Listening:** Explain the situation. Ss suggest ways to protect endangered species.
- Explain the task. Read out sentences 1 to 6 and ask Ss to guess what kind of information is missing (1 adjective; 2 noun; 3 noun; 4 noun; 5 noun; 6 verbs). Explain that this is a note taking exercise and that Ss need to listen carefully for the key points. Remind Ss that they shouldn't write any more than three words. Play the cassette. Ss do the exercise. Play the cassette again so that Ss can check their answers. Ask Ss to make sure that their answers fit the meaning and the structure of the sentence. Check Ss' answers by playing the cassette again with pauses. Ss, then, check which of their suggestions were heard on the tape.

Answer Key (See overprinted answers)

- 34 a. Explain the task. Read the questions aloud. Ss work in pairs and answer the questions. Monitor Ss' performance around the class. Check Ss' answers by asking some pairs to report back to the class.

Suggested Answer Key

- 1 These animals are all threatened with extinction. Some of the animals in the pictures are dead, others are seriously injured.
- 2 The title shows the endangered animals asking us to help them. They are asking us to stop destroying their habitats and to help them to survive.
- 3 The first thing we can do to protect these animals is to protect their environment and provide them with a safe place to live. Another thing that we can do is to stop buying products made from the fur, skin, teeth, etc of endangered species.
- 4 The quotation implies that animals are more likeable than humans and that they are easier to live with. It also implies that if you don't hurt them, they won't hurt you.

- b. • Explain the task. In pairs, Ss brainstorm different ways we can protect animals. Then, Ss work individually to prepare their monologue. Help Ss if necessary. Check Ss' answers by asking Ss to present their monologues to the class. Other Ss can then assess the monologues. Alternatively, this can be set as written HW and presented to the class in the next lesson.

Suggested Answer Key

More and more animals are threatened with extinction. People hunt them for their fur or meat and their natural habitats are disappearing little by little. We should all do something to save them. One thing we can do is ...

- As an extension, encourage Ss to contact environmental groups to adopt an animal. Alternatively, they, as a class, can fill in an endangered animal's adoption form. Such forms can be found in magazines such as *National Geographic*.

- 35 • **Pre-Listening:** Elicit from Ss ways to recycle, and why people should recycle.
- Read out the sentences A to F and explain any unknown words. Play the cassette twice. Ss do the exercise. Check Ss' answers.

Answer Key (See overprinted answers)

- As an extension, play the cassette again. Ask Ss to identify who is speaking in each case, and where each monologue could be heard.

Suggested Answer Key

Speaker 1 – student – making a speech or a report at the front of the classroom / Speaker 2 – reporter – outside the city zoo during a news/current affairs broadcast / Speaker 3 – someone speaking in an advertisement – on the TV or radio / Speaker 4 – reporter – at the shop called 'Scrap for Play' during a report or a current affairs broadcast / Speaker 5 – someone speaking in an advertisement – on the TV or radio

Tapescript for Exercise 31 (p. 60) → See p. 63(T)

Ss can refer to p.199 of the S's book for the same tapescript.

Tapescript for Exercise 33 (p. 60) → See p. 63(T)

Ss can refer to p.200 of the S's book for the same tapescript.

Tapescript for Exercise 35 (p. 60) → See p. 63(T)

Ss can refer to p.200 of the S's book for the same tapescript.

- 36 • Ask Ss to look at the poster. Elicit the purpose of the poster (*to encourage people to recycle*). Explain the task. Elicit the things that can be recycled and how they can be recycled (*newspapers, magazines, etc: made into recycled paper, used for arts and crafts activities – plastic and glass bottles: made into recycled bottles – aluminium cans: made into recycled aluminium products – rubber tyres: make pots for the garden – clothes: used by other people, used for cleaning, etc*)
- Ss work in pairs and answer the questions. Monitor Ss' performance around the class. Ask some pairs to act out their dialogues in front of the class.

Suggested Answer Key

- A: We can also take bottles and cans to the recycling bin.
 B: That's right. They can be thoroughly cleaned and used again, or they can be used to make new bottles.
 A: Don't forget aluminium cans.
 B: Of course. Aluminium can be used again and again to make cans and other aluminium products. etc
- As an extension, Ss can design their own poster encouraging one or more forms of recycling. These posters can be put up in the classroom or around the school.

- 37 a. Explain the task. Play the cassette. Ss answer the question. Check Ss' answers.

Answer Key (See overprinted answer)

- b. Explain the task. Ss do the task. Check Ss' answers.

Answer Key (See overprinted answers)

- c. Refer Ss to the box of useful language on p. 60. Model a dialogue with a S. Then, Ss work in pairs and act out their dialogues. Monitor Ss' performance around the class, and then ask some pairs to act out their dialogues in front of the class. The other Ss can assess the dialogues.

Suggested Answer Key

- A: I can't believe how much litter there is everywhere.
 B: You're right. Our streets are covered with litter.
 A: You know, I've just had a brilliant idea. Why don't we start a clean-up campaign?
 B: That's a great idea. We could pick up litter and clean up our neighbourhood at the same time.
 A: Let's start right now. Who's going to pick up the first piece of litter?
- A: I can't believe how much concrete there is everywhere.
 B: You're right. There are more and more buildings being built every day.
 A: You know, I've just had a brilliant idea. I think we should start a tree-planting campaign.
 B: That's a great idea. We could make our town a more pleasant place to live in.
 A: Let's start right now. Who's going to plant the first tree?

- 38 a. Explain the task. Play the cassette. Ss answer the question. Check Ss' answers.

Answer Key (See overprinted answer)

- b. Explain the task. Ss do the task. Check Ss' answers by asking some Ss to read out the dialogue in the correct order.

Answer Key (See overprinted answers)

- c. Explain that Ss need to follow the conversation plan to complete the task. Read the prompts. Model a dialogue with a S. Then, Ss work in pairs to act out the dialogues. Monitor Ss' performance around the class, and then ask some pairs to act out their dialogues in front of the class.

Suggested Answer Key

- A: John, could I have a word with you, please?
 B: Sure, Pete. What's up?
 A: Well, I was wondering if you could do something about your dirty garden pond.
 B: Oh right. Yes. I've been meaning to do something about that, but I've been very busy.
 A: I would appreciate it if you could clean it up as soon as possible.
 B: Yes, you're right. I'll get right on it.
- A: Tina, could I have a word with you, please?
 B: Sure, Tim. What's up?
 A: Well, I was wondering if you could do something about the piles of bottles at the back of the house.
 B: Oh right, yes. I've been meaning to do something about that, but I keep forgetting.
 A: I would appreciate it if you could sort it out as soon as possible.
 B: Yes, you're right. I'll get right on it.

- 39 a. Explain the task. Play the cassette. Check Ss' answers.

Answer Key (See overprinted answer)

- b. Explain the task. Ss do the task. Check Ss' answers.

Answer Key (See overprinted answers)

- c. Monitor a dialogue with a S. Then, Ss work in pairs and act out the dialogues. Monitor Ss' performance around the class, and then ask some pairs to act out their dialogues in front of the class.

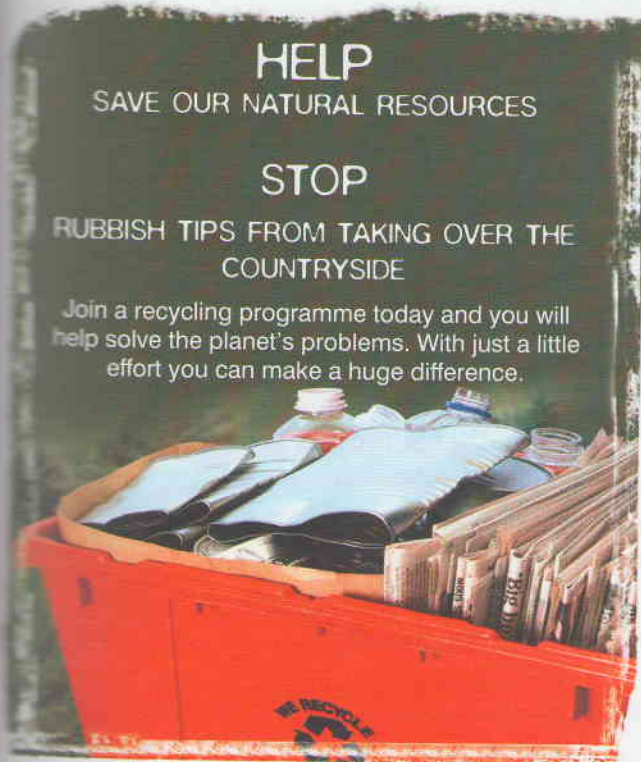
Suggested Answer Key

- A: Shall we go to the beach on Saturday, Joe?
 B: Let me see...erm...I don't know.
- A: How about planting some trees?
 B: Oh... well... I don't think so.
- A: I think we should clean up the back garden.
 B: Mmm...I'm not sure about it.

- 40 Explain the task. Play the cassette. Ss do the task. Check Ss' answers. Play the cassette again, then Ss read out the sentences.

Answer Key (See overprinted answers)

- 36 Look at the poster. In pairs, talk about what we can recycle and how. Then, explain why it is important for everyone to recycle.



- A: First of all, we can recycle newspapers and magazines.
B: Yes, we can put them into the recycling bins in our neighbourhood. Then, they can be used to make recycled paper.

Offering solutions to problems

- 37 a. Listen to the dialogue. What is the problem?
There is too much traffic.

- b. Read the dialogue and fill in the missing phrases.

- Let's • Have you thought about
- I can't believe • I know • That's a great idea

- A: 1) I can't believe how much traffic there is on the roads these days.
B: 2) I know. It took me two hours to drive into the city centre today.
A: You know, I've just had a brilliant idea. 3) Have you thought about starting a car pool?
B: 4) That's a great idea! We would save money and help reduce the amount of traffic at the same time!
A: 5) Let's start right away. Who is going to drive tomorrow?

- c. Use the prompts to act out similar dialogues.

- litter everywhere/start a clean-up campaign/pick up litter/clean up neighbourhood
- concrete everywhere/start a tree-planting campaign/make our town a more pleasant place to live

Complaining

- 38 a. Listen to the dialogue. How are the speakers related? They must be neighbours.

- b. Match the sentences to form a dialogue.

- | A | B |
|--|---|
| 1 b John, could I have a word with you, please? | a Yes, you're right. I'll get right on it. |
| 2 c Well, I was wondering if you could do something about all that rubbish in front of your house. | b Sure, Linda. What's up? |
| 3 a I would appreciate it if you could sort it out as soon as possible, please. | c Oh right, yes. I've been meaning to do something about it, but I keep forgetting. |

- c. Follow the pattern and use the prompts to act out similar dialogues.

- greet/ask for a discussion → return greeting/ask what the problem is
- state problem → make an excuse
- ask politely for solution → agree politely

- dirty garden pond
- piles of bottles at the back of the house

Showing hesitation

- 39 a. Listen to the dialogues. Which of the sentences show hesitation? The second sentence in each exchange.

- b. Read the dialogue and underline the words which suggest hesitation.

- 1 A: Are you busy tonight, Bob?
B: Let me see ... erm ... I don't think so. Why?
2 A: Shall we go out next Saturday?
B: Oh ... Well ... I don't know.
3 A: Have you made up your mind yet?
B: Mmm ... but I'm not sure about it.

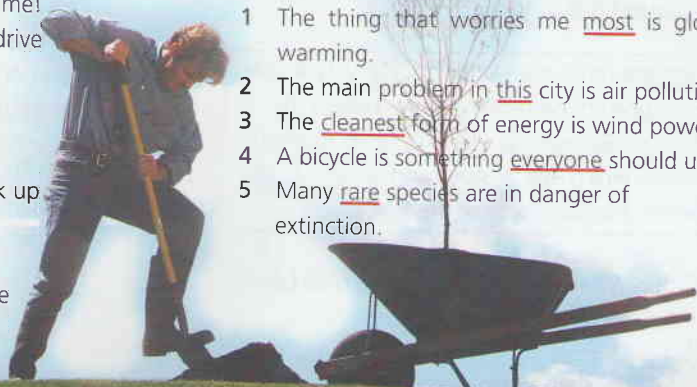
- c. In pairs, act out similar dialogues using the prompts.

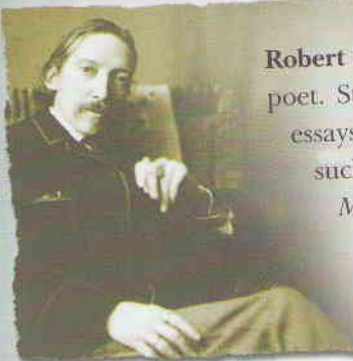
- going to the beach
- planting some trees
- cleaning up the back garden

Intonation (key word stress)

- 40 a. Listen and underline the words that are stressed.

- 1 The thing that worries me most is global warming.
2 The main problem in this city is air pollution.
3 The cleanest form of energy is wind power.
4 A bicycle is something everyone should use.
5 Many rare species are in danger of extinction.





Robert Louis Stevenson (1850-1894) was a Scottish novelist, essayist and poet. Stevenson began to write at an early age and published his first essays while he was still at university. He is best known for his novels such as *Treasure Island*, *Kidnapped* and *The Strange Case of Dr Jekyll and Mr Hyde*. His childhood, near the Royal Botanic Garden, inspired many of his charming poems, published in *A Child's Garden of Verses* (1885). He is admired for his style and imagination.

Reading

- 41** a. Look at the title of the poem and the picture. What could the poem be about?

- b. Read the first verse of the poem, then read the author's biography. What kind of experiences do you think might have inspired Robert Louis Stevenson to write this poem?

- CD 2*
tr 22 **42** a. Listen to the poem and follow the lines. Read the poem verse by verse and answer the questions.

- verse 1**
- 1 Who is "I"? How old do you think he is?
 - 2 Where does he dream of going?
 - 3 Who lives there?

- verse 2**
- 1 Which animals/insects does the poet mention? Which of these can you see in the picture?
 - 2 Which of these are busy? What are they doing?

- verse 3**
- 1 Where does the poet see a reflection of himself?
 - 2 What is "his boat"?

- verse 4**
- 1 Where is the poet?
 - 2 What can he see?

- verse 5**
- 1 Where is the poet now?
 - 2 How does he feel? What makes him feel this way?

- b. How does this poem make you feel? Why?

- 43** Study the theory boxes to answer the questions a - d.

There are three main kinds of poetry: **lyric** (any short poem); **narrative** (poems which tell a story, either epic or ballad); and **dramatic** (poems which tell a story and in which the poem's characters act out the story).

- a. What kind of poem is *The Little Land*?

The rhythm and rhyme scheme of poetry is very important. Without these we could not read the poems with the same enjoyment and understanding.

- b. Look at the first verse. It consists of sixteen lines. The first two lines rhyme with each other.

"When at home alone I sit
And am very tired of it"

Is this consistent throughout the first verse? Where does it change?

Rhythm is created with stressed and unstressed syllables.

- c.** Listen to the first two lines of the poem and underline the stressed syllables. Listen again and repeat to feel the rhythm.

Stevenson uses detailed descriptions, so that we can imagine what "The Little Land" looks like. This is called **imagery**.

- d. Read the first verse and find an example of imagery. Look at the picture and underline the lines in the poem which create these images.

Project

Draw a scene from *The Little Land* for your class drawing competition.

Writing

- 44** Use the following words to write your own poem for your school's poetry competition.

- bed – red – head – said – fed
- see – bee – free – tea – agree
- ship – lip – slip – equip – skip
- eyes – skies – wise – tries – rise

- a. Read out the title of the poem and ask Ss to look at the picture on p. 63. Elicit ideas from Ss about the content of the poem.

Suggested Answer Key

I think the poem is about the small plants and animals that live all around us. Perhaps the poem is about the place where these small animals live.

- b. Ss read the first verse of the poem and the author's biography, and then answer the questions.

Suggested Answer Key

Robert Louis Stevenson probably wrote about something that he imagined or dreamed about when he was alone in his room. Perhaps it is something that he saw when he visited the Royal Botanic Garden. Perhaps he saw the many small animals and then he imagined the land that they lived in.

- a. Explain the task. Play the cassette, pausing after each verse. Ss do the task. Check Ss' answers.

Suggested Answer Key

Verse 1: 1 Robert Louis Stevenson/a child of about ten years of age
2 the Land of Play
3 the Little People

Verse 2: 1 spider, fly, ants, ladybird, swallows
We can see ants, ladybirds and swallows in the picture.

2 The spider, the fly and the ants are marching.
The ants are carrying parcels.

Verse 3: 1 in the rain-pool at his feet
2 a small leaf

Verse 4: 1 sailing by in his little boat
2 He can see small creatures sitting on the banks of the rain-pool. There are animals of many different colours. They are all looking at him.

Verse 5: 1 in his bedroom
2 sad – He wishes that he could be back in his imaginary land because he doesn't like the world he lives in.

- b. Play the cassette again. Ask Ss to close their eyes and listen to the poem.

Suggested Answer Key

It makes me feel pleased that I have experienced such a place. I also feel relaxed following the description of the place as everything there is calm and quiet.

Answer Key

No, it is not consistent throughout the first verse. In the last four lines, the words rhyme with those of every alternate line.

- c. Read the theory box. Explain the meaning of any unknown words. Play the cassette. Ask Ss to close their eyes and clap their hands on the stressed word. Explain that this is the rhythm of the poem. Ss read the first two lines aloud, following the rhythm of the poem. Ss, in turn, can then read the whole poem aloud.

Answer Key

*When at home alone I sit
And am very tired of it.*

- d. • Read the theory box and explain any unknown words. Explain the task. Ss do the task. Check Ss' answers around the class.

Suggested Answer Key

*the clover-tops are trees
the rain-pools are the seas
the leaves, like tiny ships
the daisy tree*

- Explain the task. Ss work in pairs to complete the task. Check Ss' answers.

Suggested Answer Key

*And the ants go marching by,
Carrying parcels with their feet*

Project

Explain the task. Assign the task as HW. Ss may present their pictures in the next lesson.

- 44 • Explain the task. Assign the task as written HW. Ss may read their poems aloud in the next class.

Suggested Answer Key

*As I was lying in my bed
I looked around – all was red
I put the pillow under my head.
Then a soft voice inside me said,
"I'm hungry, I haven't been fed."*

- Remind Ss to practise *Reading aloud* using the Ss' CD/ cassette. Ss listen to the text and follow the lines. Ss listen again with pauses, then read out from the text.

Answer Key

It is a narrative because it tells a story.

- b. • Read the theory box and explain any unknown words. Explain the task. Ask Ss to look at the last words of each line and match the pairs of rhyming words. Ss do the task. Check Ss' answers.
• As an extension, Ss can follow the rhyme through the whole poem.

Tapescript for Exercise 31 (p. 60)

Ss can refer to p.199 of the S's book for the same tapescript.

Janet: Sandra, did you hear the smog alert on the news this morning?

Sandra: No, what did it say?

Janet: That people with breathing difficulties should stay indoors all day today.

Sandra: Oh dear. You know the air used to be so clean here on the island. That's why I moved here.

Bill: Yes, me too. Ever since they built that factory over on the east coast, the air we breathe has been getting dirtier and dirtier. Yesterday it was pumping out enormous clouds of thick grey smoke, so I'm not surprised there's a smog warning today.

Janet: It's more than just the factories, though. I think we're all partly to blame. We all drive when we could walk or even catch the bus. And the tourists coming to the island don't help either.

Bill: What do you mean, Janet?

Janet: Well, you know, they all bring their cars across or hire them here, and that doesn't help the situation at all.

Sandra: It's not just the air pollution, though. It seems that the whole island is becoming one big environmental disaster.

Bill: You're right, there, Sandra. Whenever I go to the beach or take a walk in the countryside, I see rubbish wherever I go. I really don't know why people have to dump their rubbish in such beautiful areas. It makes me really mad!

Janet: I know what you mean, Bill. I saw someone throwing some litter out of the window of their car as they were driving past. I shouted after them, but they didn't take any notice of me.

Bill: I pick up rubbish when I see it and I try to recycle it when I can, but it's just not enough to make a difference.

Sandra: And on top of everything, there are more trees being cut down every day. Do you know that they're clearing the land over near the lake to build another tourist resort?

Janet: It won't be long before we don't have any forests left on the island at all. And that means all the birds and animals that live in the forest will disappear as well. Everything that's beautiful will disappear and then no-one will want to come here anymore.

Bill: Come on, you lot. Moaning isn't going to change anything. We have to do something to get our beautiful island back.

Tapescript for Exercise 33 (p. 60)

Ss can refer to p.200 of the S's book for the same tapescript.

Fran: Our guest speaker this morning is the famous animal rights activist John McKenzie. He is here today to discuss the growing problem of our endangered animals. Welcome to the show John, and thanks for joining us today.

John: Hello, Fran. Thanks for inviting me onto the programme.

Fran: I understand, John, that you are working with several different environmental agencies to try to increase people's awareness of how serious the problem of our endangered species really is.

John: You're absolutely right Fran. Most people are aware that certain animals are in danger of becoming extinct but, unfortunately, the media tends to focus only on the exotic animals like elephants, pandas and tigers. There are countless other animals, birds and fish that are also becoming extinct. In fact, there are very few animals on our planet which are not in danger!

Fran: Really? Are things that bad?

John: Oh yes. We can see the signs everywhere. For example, we all know how polluted our planet has become. Well, if pollution is affecting our air and water, then naturally all the creatures who breathe the air and live in the water are also suffering. Cutting down trees to grow crops or build houses is another major factor. We are destroying the animals' natural habitats so there is nowhere for them to live or find food.

Fran: OK John. So what the listeners and I need to know, is what we can do about it.

John: One important thing we can all do, is to be more careful about the souvenirs we buy when we are abroad. Many countries are still selling leopard skin coats and crocodile bags, belts and shoes. They are also using animal shells, such as the sea turtle's, to make sunglasses and jewellery. Although most of these products are officially banned, they are still being made and sold. But, if we stop buying these products, they will have to stop killing animals to produce them.

Fran: What about at home, is there anything we can do in our own neighbourhoods?

John: There most definitely is, Fran. First of all, we can try to clean up our environment. The less pollution we produce, the more chance animals have of surviving. We can also keep an eye on what is happening around us. It is illegal to hunt or kill many animals in the UK, so if you notice anyone breaking these laws you must report them to the authorities. Also, if there is a zoo in your area, you can make sure that the animals are being well looked after. If you notice that the animals are not healthy and happy or are being mistreated, make sure you tell someone in charge. And don't forget, if you notice a problem has not been fixed, you can always go to your local newspaper, radio or TV station. There is nothing like negative publicity to get something done quickly.

Fran: Well John, I think we have all learned a lot today. Good luck in your continuing struggle to save our endangered species. Thank you for coming in and I hope you will come back.

Tapescript for Exercise 35 (p. 60)

Ss can refer to p.200 of the S's book for the same tapescript.

Speaker 1

One of the most successful recycling programmes around today is that of the aluminum can. This programme, which began in 1968, has shown us the value and importance of recycling. Recycling aluminum helps the environment in two ways. Firstly, 95% less energy is used to recycle a can than to make a new one. Secondly, by recycling them, we are keeping cans out of our overflowing rubbish dumps and landfill sites.

Speaker 2

Last weekend thousands of people showed up at Centre City zoo. The unusually large turnout was due to 'plastic recycling day'. In an effort to help the environment, the zoo offered 50% off the cost of admission to anyone who brought in a clean, empty plastic bottle for recycling. Visitors to the zoo watched plastic recycling demonstrations and learnt about all the recycled products available. It was such a successful event that similar events are planned for the near future.

Speaker 3

Summer is nearly over and, this September, as the children get ready to head back to school, here are some environmentally friendly tips to keep in mind. Firstly, try to reuse whatever you can from last year. You may be able to buy second hand books as well. Then, make sure you buy only recycled paper and notebooks. If you really must buy something new, make sure it's something that can be used again next year – and the next.

Speaker 4

A UK based charity has found a way to use cardboard recycling to help adults with learning disabilities. The scheme involves a shop called 'Scrap for Play' where shredded cardboard is made into bedding for horses and farm animals. The trainees are sent to pick up the used cardboard from local businesses and taught how to use the shredding machine. The shredded cardboard is then sold to local farmers, who use it to make warm bedding for their animals. This scheme is providing job training and employment for people in need, while at the same time helping the environment.

Speaker 5

The next time you use your phone card to call a friend or make dinner reservations, you could be helping to feed a starving child in India. A new scheme means that each card can be traded in by a child at a soup kitchen for a meal of bread, lentils, vegetables and dessert. So, save your old phone cards and recycle them. You could be saving a child's life.

LiteratureCorner

The Little Land

When at home alone I sit
And am very tired of it,
I have just to shut my eyes
To go sailing through the skies –
To go sailing far away
To the pleasant Land of Play;
To the fairy land afar
Where the Little People are;
Where the clover-tops are trees,
And the rain-pools are the seas,
And the leaves, like little ships,
Sail about on tiny trips;
And above the Daisy tree
Through the grasses,
High o'erhead the Bumble Bee
Hums and passes.

In that forest to and fro
I can wander, I can go;
See the spider and the fly,
And the ants go marching by,
Carrying parcels with their feet
Down the green and grassy street.
I can in the sorrel sit
Where the ladybird alit.
I can climb the jointed grass
And on high
See the greater swallows pass
In the sky,
And the round sun rolling by
Heeding no such things as I.

Through that forest I can pass
Till, as in a looking-glass,
Humming fly and daisy tree
And my tiny self I see,
Painted very clear and neat
On the rain-pool at my feet
Should a leaflet come to land
Drifting near to where I stand,
Straight I'll board that tiny boat
Round the rain-pool sea to float.

Little thoughtful creatures sit
On the grassy coasts of it;
Little things with lovely eyes
See me sailing with surprise.
Some are clad in armour green –
(These had sure to battle been!) –
Some are pied with ev'ry hue,
Black and crimson, gold and blue;
Some have wings and swift are gone; –
But they all look kindly on.

When my eyes I once again
Open, and see all things plain:
High bare walls, great bare floor;
Great big knobs on drawer and door;
Great big people perched on chairs,
Stitching tucks and mending tears,
Each a hill that I could climb,
And talking nonsense all the time –
O dear me,
That I could be
A sailor on the rain-pool sea,
A climber in the clover tree,
And just come back a sleepy-head,
Late at night to go to bed.



Writing an essay providing solutions to problems



Essays providing solutions to problems are pieces of writing in which we present a problem and its causes, then discuss our suggestions as well as their expected results.

Introduction

In the **first paragraph**, we present the problem and its causes.

Main Body

In the **second, third and fourth paragraphs**, we write our suggestions and their expected results. We write each suggestion and its results in separate paragraphs. We should link our ideas using appropriate linking words.

Conclusion

In the **last paragraph**, we summarise our opinion. Such essays are normally written in semi-formal or formal style, depending on who is going to read them and where it is going to be published. They are usually found as articles in magazines, newspapers, etc.

To make our piece of writing more interesting to the reader, we can use certain techniques to start or end it such as:

- **addressing the reader directly.** *If **you** want to help the environment, there are lots of things that **you** can do.*
- **using a quotation** (a sentence/phrase from a book, a play, etc). Don't forget to mention the name of the person who said / wrote it.
... as American anthropologist Margaret Mead said "We have nowhere else to go ... this is all we have."
- **using a rhetorical question** (a question that makes a statement rather than expecting an answer).
Is it important to protect endangered species?

USEFUL VOCABULARY

To make suggestions:

It would help if / be a good idea if ...;
A / Another useful suggestion would be to ...;
The situation could be improved if / by ...;
Steps / Measures should be taken in order to solve / deal with ...

To present results and consequences:

In this way ...; This would ...; Then ...; If ... , the result would be ...; The effect / consequence / result of ... would be ...

- 1 Who is going to read your piece of writing?
- 2 What problems do animals face nowadays? Think about their *habitats*, *who hunts them* and *why*, the *effects of environmental problems* such as various forms of pollution, etc.
- 3 Can you think of any ways to help animals?

Analysing a Model Text

- 46** a. What words can you think of related to the title of the article?
- b. Read the article and put the paragraphs in the correct order, then answer the questions.



How can we make our planet a safer place for animals?

- A 3** Another solution is to promote education about endangered species. If people are aware of the problem, then they will buy fewer products made of materials such as ivory or fur.
- B 5** In conclusion, there are many ways to make our world a better place for animals. We all need to do whatever we can. As Malcolm Bradbury said, "If you're not part of the solution, you're part of the problem."
- C 1** Is our planet a safe place for animals? Unfortunately, it doesn't seem like it. Thousands of species have become extinct and many more are now endangered. We need to do something fast before it is too late for them.
- D 2** Firstly, measures need to be taken to protect our wildlife. The destruction of threatened animals' habitats should be illegal, with long prison sentences for people who break these laws. This would protect animals and the environments they live in.
- E 4** Finally, we should create more national parks and conservation areas. This would allow animals to live and breed safely in their natural habitats. As a result, their numbers would increase and species would not die out.

Analysing the Rubric

- 45** Read the rubric and underline the key words. Then answer the questions.

- A local newspaper has asked its readers to write articles entitled "How can we make our planet a safer place for animals?" to be published in the newspaper.

- 1 Underline the topic sentences in each of the paragraphs in the main body. What supporting sentences does the writer give?
- 2 What are the writer's suggestions? Which linking words has he used to introduce each one? What results does he expect?
- 3 How does the writer start and end the article: with a rhetorical question? a quotation? addressing the reader directly? Suggest another beginning or ending to the article.

- Read out the tip and the useful vocabulary box. Explain any points that Ss have difficulty with.
- Read out the rubric. Help Ss underline the key words.
- Go through the questions and elicit answers from Ss.

Answer Key (See overprinted answers)

Suggested Answer Key

- 1 The readers of the local newspaper.
- 2 **Habitats:** When we destroy the environment, we also destroy the animals' natural habitats.
Who hunts them: Poachers and hunters
Why: for their fur, skin, teeth, tusks and bones
Effects of environmental problems: Deforestation destroys animals' natural habitats. As we dump more and more industrial waste into our oceans, we are destroying many species of marine life.
- 3 First, we should take measures to protect our wildlife, such as making the destruction of animals' habitats illegal. Also, governments should educate people about the problems faced by our planet. Finally, we should create more parks and conservation areas.

- a. Ask Ss to look at the title and work in pairs to brainstorm as many words as possible related to the unit. Check Ss' answers around the class.

Suggested Answer Key

endangered species, panda, environment, habitat, nature, laws, nature reserves, wildlife parks, park rangers, etc

- Explain the task. Allow Ss some time to read the text silently and put the paragraphs in the correct order.
 - Elicit/Explain the meaning of any unknown words in the text. Then, check Ss' answers by asking individual Ss to read the text. Finally, Ss answer the questions. Check Ss' answers.

Answer Key (See overprinted answers)

Topic Sentences	Supporting Sentences
Firstly, measures need to be taken to protect our environment.	The destruction of threatened animals' habitats should be illegal, with long prison sentences for people who break these laws. This would protect the animals and the environments they live in.
Another solution is to promote education about endangered species.	If people are aware of the problem, then they will buy fewer products made of materials such as ivory or fur.
Finally, we should create more national parks and conservation areas.	This would allow them to live and breed safely in their natural habitats. As a result, their numbers would increase and the species would not die out.

The writer's suggestions	Phrases to introduce	The results the writer expects
Firstly, measures need to be taken to protect our wildlife. The destruction of threatened animals' habitats should be illegal.	Firstly	This would protect animals and the environments they live in.
Another solution is to promote education about endangered species.	Another solution is to ...	If people are aware of the problem, then they will buy fewer products made of materials such as ivory or fur.
Finally, we should create more national parks and conservation areas.	Finally	<ul style="list-style-type: none"> • This would allow them to live and breed safely in their natural habitats. • As a result, their numbers would increase and the species would not die out.

- 3 The writer starts the article with a rhetorical question. He ends the article with a quotation.
Alternative Beginning: If you think that our planet is a safe place for animals, you are wrong.
Alternative Ending: The question is, what are you going to do to try to preserve our planet for future generations?
- As an extension, ask Ss to exchange their beginnings/endings and comment on each other's writing.

- 47 Explain the task. Ss do the task. Check Ss' answers around the class.

Suggested Answer Key

- A: beginning – addresses the reader directly
B: ending – asks a rhetorical question
C: ending/beginning – uses a quotation

- 48 • Explain the task. Read the suggestions and results aloud and explain any unknown words. Ss work in pairs and complete the task. Point out that Ss should use phrases from the useful vocabulary table p. 64. Check Ss' answers.

Answer Key (See overprinted answers)

Suggested Answer Key

It would be a good idea if we insulated our houses and used energy efficient products. This way, we would use less fuel to heat and cool our houses.

The situation could be improved if we created more nature reserves and wilderness areas. This way, we would help to protect the habitats of the endangered species.

Another useful suggestion would be to stop using aerosols. This way, we would prevent damage to the ozone layer.

- As an extension, ask Ss to think of other suggestions and results.

(Ss' own answers)

- 49 Explain the task. Read the topic sentences aloud and ask Ss to complete the task. Check Ss' answers.

Suggested Answer Key

- Firstly, fossil fuels are non-renewable resources. Also, burning fossil fuels to generate power causes environmental problems such as acid rain and global warming.*
- In fact, there are said to be less than 5,000 blue whales and 9,000 bowhead whales worldwide. If we don't act fast, there will soon be none left.*

- 50 Explain the task. Read the rubric and ask Ss to underline the key words. Check Ss' answers. Then, Ss work in pairs and list the causes of air pollution. Finally, Ss make one or more suggestion for each cause. Check Ss' answers around the class.

Answer Key (See overprinted answers)

Causes of air pollution	Suggestions
Traffic	Introduce park and ride scheme
Aeroplanes	Move the airport away from the city
Electricity generators	Educate people about cutting down on electricity use
Factory smoke	Build an industrial park
Burning rubbish	Introduce recycling scheme
Heating and cooling homes and offices	Use alternative fuel sources

- 51 a. Explain the task. Read out the box. Ss work in pairs and complete the task. Check Ss' answers.

Answer Key

Cause	Suggested Solution	Result
too much traffic in the city centre	introduce park and ride scheme	fewer cars in the city centre
factories polluting the air	create industrial park	less smoke over the city
too much rubbish being burned	introduce a recycling scheme	less rubbish being burned

- b. Present the plan. Explain the task. Ask questions and elicit answers to complete the plan.

e.g. T: What is the problem?

S1: There is too much air pollution.

T: What has caused it?

S2: Air pollution is caused by too much traffic in the city centre, factories polluting the air, and too much rubbish being burned, etc

Suggested Answer Key

Main Body

- introduce a park and ride scheme – fewer cars in the city centre
- create an industrial park – less smoke over the city
- introduce a recycling scheme – less rubbish being burned

Conclusion

There are many ways to reduce the level of air pollution in our cities. Adopting some of these measures would certainly result in cleaner skies and a healthier city for us all.

Cleaning up the Air in our City

How can we clean up the air in our cities? Too much traffic in the city centre, factories polluting the air and too much rubbish being burned have all contributed to the dangerously high level of air pollution in our city. We need to take steps before it is too late.

First of all, it would be a good idea if the council introduced a park and ride scheme. The result would be fewer cars in the city centre and less traffic overall.

Another solution would be to create an industrial park in the suburbs. This would take the factories out of the city centre and result in less smoke over the city, which will make our air cleaner to breathe.

Finally, steps could be taken to introduce a recycling scheme. This would mean that less rubbish would be burned and therefore there would be less black smoke over the city.

In conclusion, there are many ways to reduce the level of air pollution in our cities. Adopting some of these measures would certainly result in a cleaner and healthier city for us all. After all, as the Kenyan proverb says, "Treat the earth well, it was not given to you by your parents, it was loaned to you by your children."

- 52 Read out the sentences one at a time and help Ss interpret them.

Answer Key

- Of all the creatures of our planet, man is the most dangerous one, as he has done and continues to do harm not only to the planet but to his fellow man as well.*
- We have to protect our planet as far as possible, since this is the place where our descendants are going to live and continue life on Earth.*

Beginnings – Endings

Read the extracts below. Which are beginnings? Which are endings? Which writing technique has been used in each?

Would you like to learn about in school? In my schools should focus on practical skills as well as academic subjects.

All in all, I think that banning cars from the city centre is an excellent idea. It will make shopping safer and healthier for pedestrians as well as reducing traffic jams. What more could the people of this city want?

As Thomas Jefferson said, "Our liberty depends on the freedom of the press." However, nowadays with celebrities claiming that their private lives should remain private the issue is no longer so straightforward.

Suggestions & Results

48 Match the suggestions to the results, then make sentences, as in the example.

Suggestion

- 1 d Use renewable energy sources.
- 2 a Insulate your house and use energy efficient products.
- 3 b Create more nature reserves and wilderness areas.
- 4 c Don't use aerosol sprays.

Result

- a Use less fuel to heat and cool our houses.
- b Protect endangered species' habitats.
- c Prevent damage to the ozone layer.
- d Use fewer fossil fuels, which would reduce air pollution and acid rain.

1 d – It would help if we used renewable energy sources. This way, we would use fewer fossil fuels, which would reduce air pollution and acid rain.

Topic & Supporting Sentences

49 Read the topic sentences; then use the prompts to write appropriate supporting sentences.

- 1 Using fossil fuels to generate power has several major disadvantages.
non-renewable / burn fossil fuels / cause environmental problems / acid rain / global warming
Firstly, fossil fuels are non-renewable resources. Also, ...
- 2 Hunting, pollution and the destruction of food sources mean that many species of whales are now endangered.
said to be / less than 5,000 blue whales / 9,000 bowhead whales / worldwide / soon none left

Discuss & Write

50 Read the rubric and underline the key words. In pairs think of the causes of air pollution and make a list, then discuss the suggestions you would make.

Your teacher has asked you to write an article for the school magazine entitled: "How can we reduce air pollution levels in our cities?" (120-180 words)

51 a. Match the causes to the suggested solutions and results.

Cause	Suggested Solution	Result
too much traffic in the city centre	create industrial park	less rubbish being burned
factories polluting the air	introduce a recycling scheme	less smoke over the city
too much rubbish being burned	introduce park and ride scheme	fewer cars in the city centre

b. Use your answers to Ex. 51a to answer the questions in the plan. Then write your article for the school magazine. You can use the article in Ex. 46b as a model.

plan

Introduction

(Para 1) What is the problem?
What has caused it?

Main Body

(Para 2) What is your first suggestion?
What would its results be?
(Para 3) What is your second suggestion?
What do you expect to happen?
(Para 4) What is your third suggestion?
What results would it have?

Conclusion

(Para 4) How can you summarise your opinion?

52 Explain the quotations, then choose one to start/ end your article in Ex. 51b.

Famous words

- The only thing we have to fear on this planet is man.
Carl Jung (Swiss psychologist)
- Treat the Earth well, it was not given to you by your parents, it was loaned to you by your children.
Kenyan proverb

Self-Assessment Module

2

Vocabulary & Grammar

1 Fill in the missing word.

- Many countries use fossil **fuels**, such as coal, to generate electricity.
- Global **warming** is caused by high levels of dangerous gases in the atmosphere.
- It's freezing **cold**. Do up your coat.
- Wind is a renewable **source** of energy.
- Many species of fish have been wiped **out** by overfishing.
- Many forests in Europe have been damaged by **acid** rain.
- Tony is **more** reliable than Billy.
- She will be late for class **if** she doesn't leave now.
- He doesn't have **enough** money to buy a new car.
- Wind power **offers** a solution to energy problems.
- Pandas are considered an **endangered** species.
- Jeff didn't pay his bill, so now his electricity has been **cut** off.
- Big Ben** dates **back** to the mid-1800s.
- That was the **most** interesting film I have ever seen.
- I can't **stand** people who tell lies.
- Unless** you drive more carefully, you'll have an accident.
- The museum is **open** to the public daily from 9:00am to 6:00pm.
- The ozone **layer** protects the earth from the sun's harmful rays.

(10 marks)

2 Circle the correct item.

- The old Victorian building has been to its original condition.
A redecorated C refurbished
B restored D renovated
- Anita is always willing to an ear when I've got a problem.
A give B provide C offer **D lend**
- Pete had in his stomach the whole time he was on stage.
A birds C flies
B butterflies D insects
- He can't help slowly.
A speaking C speak
B to speak D to be speaking

- He to Malta next month.
A will have gone C be going
B goes **D is going**
- We're looking forward Mr Brown.
A meeting **C to meeting**
B meet D be meeting
- He put a lot of into the project.
A exertion B sweat **C effort** D struggle
- I'll drop you a when I arrive.
A letter **B line** C note D memo
- The rainforest is to many species of birds and animals.
A place B house **C home** D hotel
- There are lots of shops to look in.
A popular B stylish C fashion **D trendy**

(10 marks)

Use of English

3 Complete the second sentence using the word in bold. You can use two to five words including the word given. Don't change the word given.

- It's not worth trying to grow oranges in England.
point There is **no point trying** to grow oranges in England.
- Julia couldn't drink the tea as it was very hot.
too The tea **was too hot for** Julia to drink.
- We have never travelled by bus before.
first It's **the first time we have** travelled by bus.
- Jenny is as old as Alain.
same Jenny **is the same age as** Alain.
- If you don't leave now, you'll be late for work.
unless You'll be late for work **unless you leave** now.

(5 marks)

4 Fill in the correct word derived from the word in bold.

- Adventurous** travellers can go on a trip down the river. **ADVENTURE**
- There is a great **variety** of plants you can choose from. **VARY**
- It's **impossible** for me to do it as it is very difficult. **POSSIBLE**
- We should use **alternative** sources of energy. **ALTERNATE**
- Visiting Malta will be an **unforgettable** experience. **FORGET**

(5 marks)

5 Read the sentences. If a sentence is correct put a tick (✓). If it has a word which should not be there, write this word on the line.

- 1 A visit to the Rio will never be complete the
- 2 if you don't take part in the carnival ✓
- 3 celebrations. It is the world's most biggest most
- 4 street party in where you can enjoy fantastic in
- 5 costumes, bright decorations and a lots of a dancing.

(5 marks)

Communication

6 Find the question which matches the answers.

(See Suggested Answers Section)

- 1 (hotel)? { Not really.
I do, actually.
- 2 (beach)? { Why not?
It depends.
- 3 (bike ride)? { Yes, sure.
I can't.
- 4 (rubbish)? { Oh right, yes.
No problem.
- 5 (weekend)? { I don't think so.
No, I'm not.

(5 marks)

7 Complete the exchanges.

- 1 A: How about going for a game of tennis after work?
B: No, I'm afraid not. I have to finish this report.
- 2 A: How much does it cost to rent?
B: Well, it costs £50 per day or £200 for a week.
- 3 A: Do you accept credit cards?
B: Yes, sir, we accept Visa, Mastercard and American Express.
- 4 A: When will it be ready?
B: You can come and pick it up tomorrow morning.
- 5 A: There are too many cars on the roads these days.
B: It would be a good idea for more people to take the bus.

(5 marks)

Listening

8

You will hear an interview with a member of an environmental protection group. Listen and mark the sentences **T** (for true) or **F** (for false).

- 1 Dan is an aggressive person. F
- 2 The 'Act Now' group planted flowers to show people how they feel. T
- 3 'Act Now' is for children. F
- 4 Dan wants to teach people how to use fertilizers and pesticides. F
- 5 'Act Now' arranges public protests and demonstrations. T
- 6 Dan knows lots of famous people. T
- 7 Dan and his group spend a lot of time on the computer. T

(10 marks)

Speaking (making decisions)

9

Your school has decided to join in a project to help the environment. Look at the pictures and, in pairs, decide which activities you could participate in, giving reasons.

(See Suggested Answers Section)

Let's all help!!!



Useful phrases

- | | | |
|---------------------|----------------------------------|---------------|
| • I think ... | • It would be a good idea to ... | • So that ... |
| • We should ... | • That way ... | • Then ... |
| • Why don't we ...? | | |

(10 marks)

Reading

- 10** You are going to read some geographical information about different English-speaking countries. For questions (1-12), choose the country (A-C). There is an example at the beginning.

A JOURNEY THROUGH THE ENGLISH-SPEAKING WORLD

A Ireland

LAND: The Republic of Ireland takes up about 83% of the island of Ireland, which is located in north-western Europe. Ireland is a small country with an area of just 70,285 km². Although there are high mountains near the coasts, the central part of Ireland is flatter and used for farmland.

CLIMATE: Most of Ireland is mild and wet throughout the year, giving Ireland its green countryside and earning it the name *The Emerald Isle*.

PEOPLE: Dublin is both the capital and the largest city. However, only about 57% of the Irish people today live in urban areas. The first Irish people probably came from Scandinavia to Scotland and then to Ireland about 8,000 years ago. Since then, Ireland has been invaded and colonised by Celts, Vikings, English and Scots. Today, most of Ireland's 3,590,000 population are of Celtic origin. It was the Celts who first introduced the language we know today as Irish, which is one of the country's official languages. English is the other official language.



B New Zealand

LAND: Located in the southwest Pacific Ocean, New Zealand is a small country of about 270,543 km². It is made up of two main islands, the North Island and the South Island, as well as a number of smaller islands. The North Island is famous for its volcanoes and many hot springs as well as its many forests, hills and mountains. The South Island has many high, snow-capped mountains.

CLIMATE: Most of the country is mild and rainy throughout the year, with the South Island much cooler than the North.

PEOPLE: Although Wellington is the capital city, it is not the largest. About one third of New Zealand's population lives in Auckland, the largest city in New Zealand. Today, only about 15% of all New Zealanders live in rural areas. Most of New Zealand's 3,683,000 population are descendants of British settlers. There are also increasing numbers of people of Asian and Pacific island descent living in New Zealand. About 526,000 Maoris also live in New Zealand. Their ancestors came from the Polynesian Islands about 1,000 years ago. Today, the official language of New Zealand is English, although many Maoris speak their own language, Maori, as well.



C Canada

LAND: Canada, with an area of 9,970,610 km², is the second largest country in the world, spread across the top of North America. Canada is perhaps best known for its vast size, and variety of natural wilderness areas. The high mountains in the west of Canada are covered with green forests and crystal clear lakes, while in the centre are flat lands known as prairies. Further south, there are rolling hills.

CLIMATE: The climate ranges from temperate in the south to arctic in the north. In fact, the far north arctic landscape is so cold that trees cannot grow there. In the north the winters are cold and summers are short and quite cool, whereas in the south the winters are cold, and the summers are warm. It is wet on the coasts and dry in the centre.

PEOPLE: Ottawa is the capital of Canada, but Toronto is the largest city, with a population of over 4 million. More than one third of Canada's population of 29,450,000 are the descendants of British immigrants and there are almost as many descendants of French immigrants. This is why both English and French are the official languages of Canada. Other large immigrant groups include German, Italian and Asian people. Native American Indians and Inuit make up only a small part of Canada's population.



Which country(ies)

- is smaller than only one other country?
- are islands?
- has one official language?
- have a constant climate throughout the year?

0 C
1 A 2 B
3 B
4 A 5 B

- has an area where there are no trees? 6 C
- are made up of many different cultural groups? 7 B 8 C
- have a population of about three million? 9 A 10 B
- have minority racial groups? 11 B 12 C

(15 marks)

Writing

- 11 Your local council is going to publish a brochure called **Cleaning Up Our Town**. The brochure will include short articles on how to improve the environment in your town. You have been asked to write a short article for this brochure on improving the quality of the water in the local rivers and lakes. Use the plan below to write your article. (120-180 words)

(See Suggested Answers Section)



Introduction

- Para 1) state problem: rivers and lakes polluted – people throw litter – factories dump industrial waste – can't swim – can't drink the water – must do something

Main Body

- Para 2) organise a clean up campaign – volunteers clean up rivers and lakes – put out more rubbish bins – less litter in water
 Para 3) fine factories that dump industrial waste into lakes and rivers – water pollution will decrease – cleaner water

Conclusion

- Para 4) restate opinion: local people and industry work together – clean up our lakes and rivers – can swim and use the water again (20 marks)

(Total = 100 marks)

Sing Along!

- 12 a) Look at the pictures and the title of the song. Which of these problems do you expect to hear about? Listen and check.

deforestation, water pollution, endangered species, etc



CD2, tr. 24

- b) Listen again and fill in, then sing.

There's so much pollution
 Poisoning the 1) air
 There is so much 2) litter
 We can see it everywhere
 3) Wildlife is disappearing
 While everyone stands by
 The world we love is dying
 And we're the 4) reason why

Why are we killing our world
 Why aren't we doing our share
 We can save our planet
 We can help it survive
 All it needs is a little care

If we all work together
 Something can be done
 We need a 5) clean up campaign
 Which involves everyone
 We can slow down global 6) warming
 We can stop the acid rain
 We can heal our 7) planet
 We can help it live again

Why are we killing our world ...

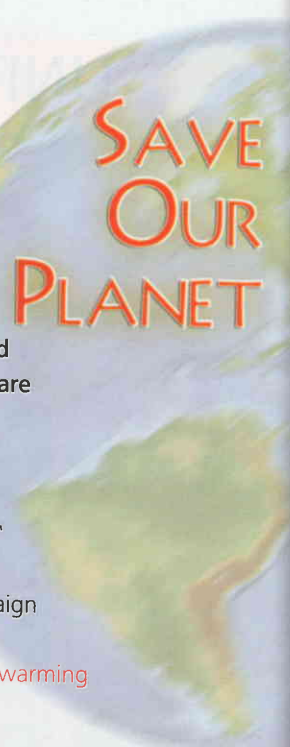
If we don't act quickly
 Our world will soon be dead
 We must leave our 8) cars at home
 And use bicycles instead
 We must stop using chemicals
 And 9) burning fossil fuels
 We must recycle all our 10) waste
 It's so easy to do

We must stop killing our world
 We must start doing our share ...

Progress Update

How do you rate your progress? Tick (✓) the box that applies to you.

	Excellent ****	Good ***	OK **	Could do better *
Vocabulary & Grammar				
Listening				
Speaking				
Reading				
Writing				
Communication				



Early to Bed...

Lead-in

- 1
 - a. The title is from a well-known proverb. Can you complete it? What does it mean?
 - b. Describe the pictures on this page. What do you think their daily routines are?
 - c. What time do you usually wake up? Do you wake up on your own, or do you need an alarm clock? Do you often have late nights, or do you always go to bed early? Do you have a strict daily routine? What do you usually do every day?

- 2
 - a. Tick (✓) the points below which you feel describe you, then talk about yourself using adverbs of frequency.

clumsy, often have accidents
 often feel tired
 get ill more often than other people
 suffer from indigestion/headaches etc
 have health problems (e.g. heart problem, muscular pains etc)
 have a regular sleep pattern
 have meals at the same times every day

I am not usually clumsy.
I don't often have accidents.

- b. How do you feel about your lifestyle? What would you like to change? Why? Compare answers with your partner.



Objectives

Reading: multiple choice; multiple matching; reading for specific information; scanning a text

Vocabulary: health problems; stress and relaxation; describing feelings; character adjectives

Grammar: obligation, prohibition; suggestion and necessity; permission, request, ability and possibility; past and perfect modals; making deductions; question tags

Use of English: prepositions; phrasal verbs (give, go); multiple choice cloze; error correction; key-word transformations; idioms and fixed phrases

Listening: listening for specific information; listening for gist; listening for main points; listening for detail; deducing meaning; Yes/No statements; multiple choice; matching speakers to statements

Speaking: talking about health problems; discussing ways to relax; speculating about causes; describing your friends; giving advice; losing your temper; making an appointment; describing symptoms; talking about a resort

Pronunciation: words with Greek and Latin roots

Writing: a for and against essay; an article; a letter about a health problem; a set of rules

morning and commutes to work by bus or train. During the day, she probably attends lots of meetings and spends a lot of time in her office working on presentations and reports. She probably works late every day. By the time she goes home, it is probably quite late, so I think she would go straight to bed.

- In the last picture, there is a farmer driving a tractor. He is casually dressed. He probably gets up very early every morning so that he can do all his chores. He probably works outdoors most of the day, caring for the animals or making repairs. At lunchtime, he probably goes back to the farmhouse and has a cooked lunch. In the afternoon, he continues working until sunset, when he goes back to the farmhouse for dinner. At night he probably watches TV for a while. I think he watches the weather forecast every day. I think he also goes to bed very early every day.

- Read the questions aloud. Ss work in pairs and answer the questions. Monitor Ss' performance around the class. Ask individual Ss to present their answers to the class.

Suggested Answer Key

I usually wake up at about half past six. However, on the weekends, I like to sleep in until around nine.

I need an alarm clock to wake up.

During the week I try to go to bed early. However, I stay up late on Friday and Saturday nights.

During the week I have a strict schedule. I get up at around half past six, and I get ready for school. I ride my bicycle to school every day. I have lessons in the morning and then I have lunch at around twelve thirty. My mother usually makes my lunch and I sit with my friends and eat. Then, we play football until lessons start again. After school, I go straight home. I have to do my homework and also my chores. Then, I can play with my friends for a while. At around eight, my mother calls, and I have to go in and get ready for dinner. The whole family eats together. After dinner, I watch TV with my family for about an hour before I get ready for bed. I usually go to bed quite early.

- As an extension, ask Ss to make a daily timetable showing their daily activities.

- Explain the task and any unknown words. Ss complete the task. Then, elicit the adverbs of frequency (*always, usually, often, sometimes, rarely/seldom, never*). Ss work in pairs and make up sentences about themselves. Monitor Ss' performance around the class. Check Ss' answers by asking individual Ss to read out their sentences.

Suggested Answer Key

I rarely feel tired.

I never get ill.

I don't get ill more often than other people.

I sometimes suffer from headaches.

I never suffer from indigestion

I rarely have any health problems.

I always have a regular sleep pattern.

I always have meals at the same times every day.

- Read the questions. Allow Ss some time to prepare their answers. Then, Ss work in pairs and compare their answers.

Suggested Answer Key

A: *I'm quite satisfied with my life. I don't think I would change anything, really. How about you?*

B: *I'm quite bored with my life at the moment. I think I need to do something new. I think I will learn to play tennis.*

- Read the title of the unit. Elicit the complete proverb from Ss. (*Early to bed and early to rise makes a man healthy, wealthy and wise.*) Ss then explain the proverb. Ask Ss what they would expect to find in the unit (*health, lifestyles, routines, etc.*).
- Ask Ss to look at the pictures one at a time and describe what they see. Then Ss answer the question.

Suggested Answer Key

- In the first picture, I can see two young women working in an office. They seem to be discussing some papers, which are on the desk. The desk is covered with papers and everyone looks very busy. In the background there are other desks. The women probably get up early so that they can get ready for work. During their lunch break, they could go to the park or to a nearby fast food restaurant. After work, they may go to the gym or go out with friends. When they go home, they probably have dinner and watch TV for a while. They probably don't go to bed very late because they have to get up early the next morning.
- In the second picture, I can see a young boy. He is just about to get onto the school bus and go to school. He is wearing a hooded coat, so it is probably quite cold. He is looking back and smiling. He probably doesn't need to get up so early. He would have lessons in the morning and afternoon. At lunchtime, he and his classmates probably have school dinners in the school dining room. He probably comes home from school at about three thirty. After that I think he does his homework and plays with his friends. He probably has his evening meal and goes to bed quite early.
- In the next picture, there is a young woman watching TV. It seems to be late at night and fairly cool because she is covered with a blanket. She is smiling, so perhaps she is watching a comedy. She is fairly young, so she may be a university student. Perhaps she goes to lectures during the day and has lunch in the cafeteria at the university. Then, in the evening, she probably goes jogging before she goes out with her friends. When she comes home, she may study or watch TV before she goes to bed.
- In the next picture, there is a young woman walking to work. She looks like a business woman, so perhaps she is on her way to a business meeting. She is carrying a briefcase and seems to be in a hurry. She probably gets up early every

- 3 a. Ask Ss to look at the picture of the man at the bottom of p. 71. Read the questions aloud. Elicit answers from Ss.

Suggested Answer Key

The man is looking at the clock. I think he feels stressed because he has so much work to do. He looks like he wants to throw his briefcase at the clock.

- b. Read the question aloud. Elicit Ss' answers around the class. Ask Ss to skim through the text quickly to get the gist. Then, Ss answer the questions again. Ask Ss to raise their hands if their guesses are correct.

Suggested Answer Key

I think a standard daily routine is important because it helps me to be organised and do everything I need to in my busy day. The text says that a standard daily routine is important because it keeps our body working in harmony, and this helps to keep us healthy.

- c. • Explain the task. (Refer Ss to the tip on p. 7.) Remind Ss that they need to follow this advice in order to complete the task successfully. Alternatively, elicit tip from Ss.
- Allow Ss three to four minutes to silently read the text. Do question 1 with Ss. Read out the part of the question in bold and, with Ss, find the line the question refers to. Elicit that it refers to something that has already been mentioned in the text. Read the whole sentence. Read out the options A-D. Help Ss decide on the correct answer by a process of elimination. (The correct answer is C because the previous sentence says "we have a 'body clock' that controls our body's natural rhythm".) Focus Ss' attention on how the information has been rephrased. Ss complete the task. Check Ss' answers and ask them to justify their choices.

Answer Key (See overprinted answers)

- 2 Tick is used as a verb and means to work or function in this sentence.
 - 3 The text says 'it controls many things, including our hormones, temperature, immune functions and alertness. It synchronises all these like a conductor with an orchestra'.
 - 4 The text says 'Altering our patterns of sleeping and waking dramatically affects our immune system'.
 - 5 The text says 'We function best with a regular pattern of sleep and wakefulness that is in tune with our natural environment'.
 - 6 The text says 'Nature's cues are what keep our body clocks ticking rhythmically and everything working in harmony'.
- As an extension, ask Ss: What type of writing is it? (an article) Where could it be found? (in a journal or magazine)

- d. • Help Ss explain the words in bold by giving examples or synonyms. Ss can also look the words up in their dictionaries. As an extension, ask Ss to make up sentences using these words/phrases. Finally, read the questions aloud. Ss work in pairs and answer the questions. Monitor Ss' performance around the class. Choose some Ss to present their answers to the class.

Suggested Answer Key

hypothalamus (Greek), hormones (Greek), psychological (Greek), synchronises (Greek), tempo (Latin), glucose (Greek), evolution (Latin), revolution (Latin), routine (French), fatigue (French), negative (French)

(Ss' own answers)

- Remind Ss to practise *Reading aloud* using the S's CD/cassette. Ss listen to the text and follow the lines. Ss listen again with pauses, then read out from the text.
- 4 • Read the questions and explain the task. Allow Ss time to prepare their answers. Then, ask Ss to compare their answers. Monitor Ss' performance around the class. Choose some pairs to present their answers to the class.

Suggested Answer Key

- A: *I think the writer wrote this article to persuade people to have a regular routine. What do you think?*
- B: *I agree. In particular, the writer wants to tell people about the health benefits of having a regular routine. Are there any points you disagree with?*
- A: *Well, yes. There is something, as a matter of fact. I don't think that we necessarily function best when our patterns of sleep and wakefulness are in tune with the natural environment. After all, what about all the shift workers? They seem to be able to do their jobs quite well even if they start or finish work in the middle of the night. What do you think?*
- B: *You're right. Is there any information that you didn't know before reading the article?*
- A: *Well, yes, I didn't know that our body clock was so important.*
- B: *Me neither. Also, I didn't know that we had killer cells circulating in our bodies. I learnt quite a lot about my body clock.*
- As an extension, ask Ss to write down their daily routine, then compare their answers.

Can you feel the rhythm?

'Routine' is usually seen as a negative term nowadays, largely because we no longer belong to a society of nine-to-fivers. We live in what is fast becoming a 24-hour society, where everything is open all hours. You can buy your groceries at midnight, book your holiday on the Internet at 3 am, and do business online at the crack of dawn. Before you join the 24-hour **revolution**, however, take a minute to listen to what your body is trying to tell you – that a round-the-clock lifestyle is not what nature intended.

In an area of our brains called the hypothalamus, we have a 'body clock' that controls our body's natural rhythms. It tells us when it's the right time to eat, sleep, work and play. It plays an important part in our **physical** and **psychological** well-being. It is, in fact, what makes us tick and it controls many things including our **hormones**, temperature, immune functions and **alertness**. It **synchronises** all these like a conductor with an orchestra; it regulates tempo and brings in all the different instruments on time to make music rather than **random** noise. If we try to ignore our body clocks, or even to switch them off for a while, we not only **deprive** ourselves of much needed rest but we also run the risk of seriously damaging our health.

Ignoring your body clock and changing your body's natural rhythms can not only make you **depressed**, **anxious** and **accident prone**, it can lead to much more serious health problems. For example, **heart disease**, **fatigue**, **ulcers**, **muscular pain**, and **frequent viral infections** can all result from trying to **outsmart** our body clocks. Altering our patterns of sleeping and waking dramatically affects our **immune system**. While we sleep the body's **repair mechanisms** are at work; when we are awake natural killer cells **circulate** around our bodies and cause more damage. Our **digestive system** is affected, too – high levels of **glucose** and fat remain in our **bloodstream** for longer periods of time and this can lead to heart disease.

Unfortunately, we were not designed to be members of a 24-hour society. We can't ignore millions of years of **evolution** and stay up all night and sleep all day. We function best with a regular pattern of sleep and wakefulness that is **in tune with** our natural environment. Nature's cues are what keep our body clocks ticking rhythmically and everything working in **harmony**. So, next time you think a daily routine is boring and **predictable**, remember that routine may well save your life in the long run.

Reading

1. What is the man below looking at? How do you think he feels? Why?

2. Is it important to have a standard daily routine? Why/Why not? Read the text to find out.

3. Read the text again and choose the correct answer, A, B, C or D, for questions 1-6.

1. What does **it** in line 12 refer to?

- A our body's natural rhythms
- B the hypothalamus
- ☒ C our body's biological clock
- D our brain

2. What does the word **tick** in line 14 mean?

- A check
- B motivate
- C select
- ☒ D function

3. In what way is our body clock like the conductor of an orchestra?

- A The hypothalamus controls our actions.
- ☒ B it makes all the body's functions work together at the right time.
- C The body clock is very precise.
- D We have a special programme.

4. If we change our sleep patterns, we

- A will get an infection.
- ☒ B will disturb our immune system.
- C will get heart disease.
- D get high levels of dangerous cells.

5. According to the text, we should

- A do things when our body tells us to.
- B organise our body clock according to a strict schedule.
- ☒ C use the natural environment to work out a regular routine.
- D have a boring, slow-paced lifestyle.

6. According to the text, our body clock

- A can be changed without harm.
- ☒ B determines when we should do things.
- C helps us to fight sleep.
- D is a boring routine.

7. Explain the words/phrases in bold. Which words in the text do you think come from another language? Are there any words in the text that are the same in your language?

Follow-up

8. Why has the writer written this article? Are there any points in the article you disagree with? Is there any information you did not know before reading the article? Compare answers with your partner.



Vocabulary Practice

Health Problems

- 5 a. Look at the table and match the problems to their symptoms and causes.

Symptoms	Problem	Common Cause
can't sleep	indigestion	not getting enough sleep
a bloated, painful stomach	asthma	a virus
headache, fever, aching muscles	insomnia	spending too much time in the sun
high temperature, nausea, dizziness	overtired	bacteria under the skin
a painful muscle contraction	flu	eating too much or too quickly
difficulty breathing, wheezing	cramp	doing too much exercise
can't stop yawning	acne	stress, anxiety
runny nose, sore eyes, sneezing	heat stroke	an allergy to pollen
spots and red lumps on the face and neck	hay fever	an allergy to dust or animals

- b. In pairs, use the table to talk about health problems, as in the example. Which of these problems have you experienced?

If you have a bloated, painful stomach, then you've probably got indigestion. This is usually caused by eating too much, too quickly.

- c. What medical problems could you suffer ...
- on a very hot day?
 - if you get wet on a cold day?

- b. Match the collocations to the advice.

- | | |
|--------------------------|---|
| • take an aspirin | • ask the doctor to prescribe some medicine |
| • put it in a sling | • rest the injured part |
| • pinch your nose | • suck on a throat lozenge |
| • put some ice on it | |
| • get some fresh air | |
| • drink plenty of fluids | |

If you have a splitting headache, you should take an aspirin.

- c. In pairs, act out dialogues, as in the example.

- 6 a. Match the words in column A to those in column B to make collocations, then say what might give you each problem.

A	B
splitting	poisoning
black	wrist
sprained	bleed
travel	cold
pulled	headache
food	sickness
sore	muscle
streaming	eye
nose	throat

You may get a splitting headache if you work on a computer for too long.



A: I've got a splitting headache.
 B: Really? Why?
 A: I've been working on the computer all day.
 B: You should take an aspirin.

Writing

- 7 Write a letter to a friend about a health problem that you have had recently. Write what caused it, when/where it happened and what you did about it.

- 5 a. • Explain the task. Read the information in the table aloud and explain any unknown words. Ss work in pairs and complete the task. Check Ss' answers.
- As an extension, ask Ss to extend the list by adding other common health problems. Then ask Ss to do some research in the library/on the Internet and complete a similar table.

Answer Key (See overprinted answers)

- b. Ss work in pairs and do the task. Monitor Ss' performance. Ask some pairs to present their ideas to the class. Alternatively, go through each problem individually. Ask Ss: *Have you ever had this problem? What are the symptoms? What causes it?* Then, Ss complete the task. Check Ss' answers.

Suggested Answer Key

- If you have difficulty breathing and you are wheezing, then you probably have asthma. This is usually caused by an allergy to dust or animals.
- If you can't sleep, then you've probably got insomnia. This is usually caused by stress or anxiety.
- If you can't stop yawning, then you are probably overtired. This is usually caused by not getting enough sleep.
- If you have a headache, fever and aching muscles, then you've probably got flu. This is usually caused by a virus.
- If you have a painful muscle contraction, then you've probably got cramp. This is usually caused by doing too much exercise.
- If you have spots and red lumps on the face and neck, then you've probably got acne. This is usually caused by bacteria under the skin.
- If you have a high temperature, nausea and dizziness, then you've probably got heat stroke. This is usually caused by spending too much time in the sun.
- If you have a runny nose and sore eyes, and you can't stop sneezing, then you've probably got hay fever. This is usually caused by an allergy to pollen.

- c. Explain the task and read the prompts. Ss work in pairs and do the task. Check Ss' answers.

Suggested Answer Key

You could suffer from heat stroke on a very hot day.
You could suffer from a cold if you get wet on a cold day.

- 5 a. Explain the task. Then read the words and explain the meaning of any unknown words. Ss work in pairs and complete the task. Check Ss' answers. As an extension, ask Ss to add to the list of health related collocations.

Answer Key (See overprinted answers)

black eye: You may get a black eye if you are in a fight.
sprained wrist: You may get a sprained wrist if you play tennis.
travel sickness: You may get travel sickness if you sit in the back seat of the car.
pulled muscle: You may get a pulled muscle if you play sports without warming up properly beforehand.
food poisoning: You may get food poisoning if you eat meat that hasn't been cooked properly.
sore throat: You may get a sore throat if you have a cold.
streaming cold: You may get a streaming cold if you get wet on a cold day.
nose bleed: You may get a nose bleed if you fall over.

- b. Explain the task. Read the advice and explain any unknown words. Ss work in pairs and complete the task. Check Ss' answers.

Answer Key

If you have a black eye, you should put some ice on it.
If you have a sprained wrist, you should put it in a sling.
If you have travel sickness, you should get some fresh air.
If you have a pulled muscle, you should rest the injured part.
If you have food poisoning, you should drink plenty of fluids.
If you have a sore throat, you should suck on a throat lozenge.
If you have a streaming cold, you should ask the doctor to prescribe some medicine.
If you have a nose bleed, you should pinch your nose.

- c. Explain the task. Ss work in pairs and act out dialogues. Monitor Ss' performance around the class. Ask some pairs to act out their dialogues in front of the class.

Suggested Answer Key

- | | |
|-----------------------------------|--------------------------------------|
| • A: I've got a black eye. | • A: I've got a sprained wrist. |
| B: Really? Why? | B: Really? Why? |
| A: I was in a fight. | A: I was playing tennis. |
| B: You should put some ice on it. | B: You should put it in a sling. etc |

Writing

- 7 Explain the task. Elicit what kind of letter Ss should write (informal). Assign the task as written HW. Check Ss' answers by asking individual Ss to read their completed letters out to the class.

Suggested Answer Key

Dear Sally,

Hi! How are you? I'm writing to tell you about a problem that I've had recently.

About three weeks ago, I decided to go horse riding with my friend, Tina. At first, it was great. We were riding through the forest near my house, and were really enjoying the experience. Suddenly, there was a loud noise in the distance and my horse started galloping through the trees. I couldn't control him. Then, I hit my head against a low branch and fell to the ground. My left leg was very painful and I couldn't move it. Tina went for help. After some time, my father came and got me, and took me to hospital.

It turned out that my leg was broken. The doctor put it in a cast. I'm not in pain, but I haven't been able to walk properly. I had to learn how to use crutches. At first, it was difficult, but now I'm getting quite good. The doctor says that my cast will come off in another three weeks, but it will be a long time before I go horse riding again!

Anyway, that's my news. Please write back and tell me what you have been up to since I last heard from you.

Lots of love,
Emma

- 8 Read and explain the task. Read through the stressful situations and explain any unknown words. Ss put the situations in order. Then, model the examples and Ss work in pairs and talk about them. Monitor Ss' performance around the class. Ask some pairs to present their opinions to the class. Alternatively, vote on each situation and construct a class graph of the most to least stressful situations.

Suggested Answer Key

a-5 b-1 c-6 d-3 e-4 f-2 g-7 h-8 i-9

A: Taking an exam is definitely the second most stressful situation. I get really nervous! What about you?

B: Well, not being able to sleep at night is the second most stressful situation for me. I hate tossing and turning all night.

A: And my third most stressful situation has to be waiting in a queue for a long time. You know, I just hate wasting my time. etc

- 9 a. Explain the task. Focus Ss' attention on the structures (prefer + noun/-ing form + to + noun/-ing form; would rather + bare inf + than + bare inf). Ask Ss to look at the pictures and work in pairs to complete the task. Monitor Ss' performance around the class. Ask individual Ss to present their sentences to the class.

Suggested Answer Key

I prefer getting together with friends to going shopping.

I'd rather go cycling than go to the gym.

I prefer reading a good book to painting.

I'd rather listen to music than play music.

- b. Explain the task and read the suggested vocabulary. Ss work in pairs and complete the task. Monitor Ss' performance around the class. Ask some pairs to present their dialogues to the class.

Suggested Answer Key

A: I find visiting an art gallery quite relaxing.

B: Really? I'm not very fond of going to art galleries, but I'm quite keen on strolling through the park.

A: I really love going hiking.

B: Really? I hate hiking, but I enjoy going to the cinema.

- 10 a. Explain the task. Read the theory table and the list of adjectives aloud. Ss work in pairs and complete the task. Check Ss' answers.

Suggested Answer Key

- I felt disappointed when I failed the test.
Failing the test was disappointing.
- I felt thrilled when I went on the roller coaster.
Going on the roller coaster was thrilling.
- I felt tired after I went to the gym.
Going to the gym was tiring.
- I felt embarrassed when I fell down the stairs.
Falling down the stairs was embarrassing.
- I felt frightened when I heard the explosion.
Hearing the explosion was frightening.
- I felt excited when I saw Britney Spears walk out onto the stage.
Seeing Britney Spears walk out onto the stage was exciting.
- I felt annoyed when I was stuck in a traffic jam.
Being stuck in a traffic jam was annoying.

- I felt fascinated when I saw the dinosaurs in the museum.
Seeing the dinosaurs in the museum was fascinating.
- I felt confused when I heard the problem.
Hearing the problem was confusing.
- I felt worried when my son didn't arrive.
My son not arriving was worrying.
- I feel relaxed when I listen to music.
Listening to music is relaxing.
- I feel bored when I have nothing to do.
Having nothing to do is boring.
- I felt pleased when I heard the news.
Hearing the news was pleasing.
- I feel relieved to be back home at last.
Being back home at last is relieving.

- b. Explain the task. Explain that Ss will have to deduce the meaning from the speaker's words and tone of voice. Play the cassette. Ss do the task. Check Ss' answers. As an extension, play the cassette again, pausing after each speaker. Ask Ss to point out the words/phrases that helped them to decide on the correct answer.

Answer Key (See overprinted answers)

- 11 Explain the task. Ss work in pairs and do the task. Monitor Ss' performance around the class. Check Ss' answers by asking individual Ss to present their experiences to the class.

Suggested Answer Key

When I saw my first football match I felt very excited.

When my grandmother was in hospital I felt very worried. etc

- 12 a. Explain the task. Read the adjectives and the prompts and explain any unknown words. Ss do the task. Check Ss' answers.

Answer Key (See overprinted answers)

- b. Explain the task. Ss work in pairs and complete the task. Monitor Ss' performance around the class. Check Ss' answers by asking individual Ss to present their descriptions to the class.

Suggested Answer Key

- I think Bill is a perfectionist, because he wants everything to be perfect, and won't accept anything that is not as good as it could possibly be.
- I wouldn't say Sarah is arrogant, because she certainly doesn't think she is better than other people.
- James is very reliable, because he can always be trusted to do exactly what you want him to do.

Tapescript for Exercise 10b (p. 73)

Ss can refer to p.201 of the S's book for the same tapescript.

- A (disappointed) Oh no! I've got a letter from the company I applied for a job with. It says they've found someone else! Oh, what a shame! I was sure I'd get that job!
- B (confused) Wait a minute. I don't understand this. The manual says put plug A in socket B, but I can't find a socket B. It doesn't make any sense.
- C (relaxed) Ah! I could really get used to this! There's nothing like lying by the pool on a sunny day with a waiter bringing you cool refreshing drinks! This is the life!

Stress and Relaxation

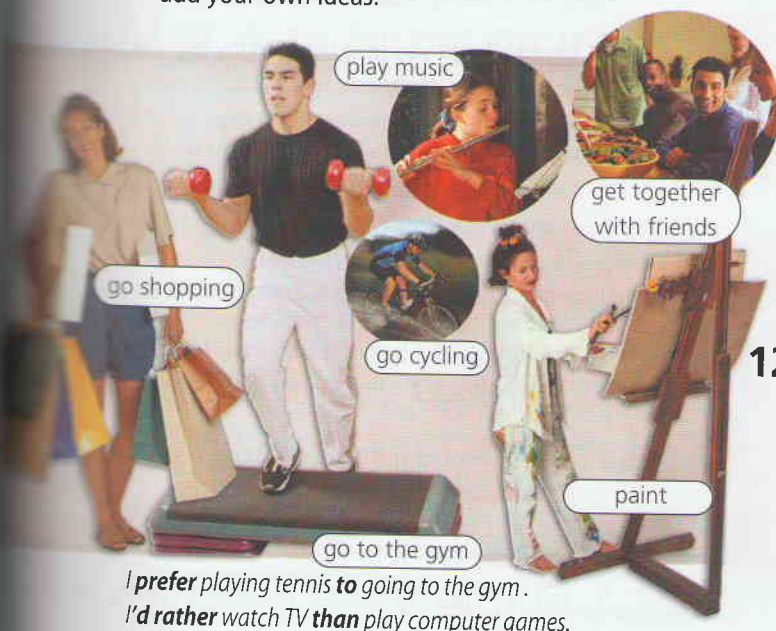
- 8 Look at the list below and rank the stressful situations from 1 to 9, where 1 is the least stressful and 9 the most stressful. Compare your list to your partner's and talk about the situations.

- a ☐ being stuck in a traffic jam
- b ☐ doing the housework
- c ☐ waiting in a queue for a long time
- d ☐ being late for school/work
- e ☐ missing the bus/train to school/work
- f ☐ walking home alone at night
- g ☐ going to the dentist
- h ☐ taking an exam
- i ☐ not being able to sleep at night

A: To me, going to the dentist is the most stressful situation. I can't stand drills! What about you?

B: Well, I just hate being stuck in traffic jams. I really get stressed when I have to sit and wait for ages.

- 9 a. Look at the pictures. Which would you do to help you relax when you are stressed? You can add your own ideas.



I **prefer** playing tennis **to** going to the gym.

I **d rather** watch TV **than** play computer games.

- b. In pairs, discuss what you prefer doing to relax. Use the table below.

POSITIVE

I (really) enjoy/like/love/
prefer
I'm fond of/interested in/
keen on
I find ... quite exciting/
amazing/fascinating etc

NEGATIVE

I don't like ...
I hate/detest/can't stand ...
I'm not very fond of/
interested in/keen on ...
I find ... a bit/rather boring/
tiring etc

A: I find painting quite relaxing.

B: Really? I'm not very fond of drawing, but I enjoy playing squash.

Describing Feelings

- 10 a. Study the table, then choose words from the list and make up pairs of sentences, as in the examples in the table.

Present/Past Participles

We use **-ed** participles to describe how we feel/felt:

I **felt satisfied** when I passed the test.

We use **-ing** participles to say what an experience is/was like: Passing the test **was satisfying**.

- satisfied • disappointed • thrilled • tired
- embarrassed • frightened • excited
- annoyed • fascinated • confused • worried
- relaxed • bored • pleased • relieved

- b. Listen and say how each speaker sounds, using words from the list above.

A **disappointed** B **confused** C **relaxed**

- 11 Talk about two things – one pleasant and one unpleasant – that happened to you. Say what happened and how you felt about it, as in the examples.

When my dog went missing I felt very **worried**.
When my dog came home again I felt **relieved**.

Character Adjectives

- 12 a. Match the character adjectives to the definitions.

- | | | | |
|------|---------------|---|---------------------------------|
| 1 b | sociable | a | want things to be perfect |
| 2 c | sentimental | b | like going to parties |
| 3 e | conservative | c | show pity/love |
| 4 a | perfectionist | d | can be trusted |
| 5 j | arrogant | e | hate change/new ideas |
| 6 h | confident | f | can't wait for long |
| 7 i | moody | g | make sensible decisions |
| 8 d | reliable | h | be sure of your abilities |
| 9 g | practical | i | change feelings frequently |
| 10 f | impatient | j | think you're better than others |

- b. Which of the adjectives above best describe you/your friends? Give reasons. Use adjectives of your own as well.

I think I'm quite sociable, because I like going to parties and being with friends.

I wouldn't say I'm shy, because I don't feel uncomfortable with people I've just met.

Obligation, Prohibition,
Suggestion, Necessity

Grammar Reference

- 13** Read the sentences and match the verbs/modals in bold to their meanings. Which express: **obligation? prohibition? suggestion? necessity? lack of necessity?**

- 1 f Surgeons **must** wear masks during an operation.
 2 a You **ought to** have an annual check-up.
 3 h You **must** clean your teeth every day.
 4 d You **need to** sleep for at least 7 hours a night.
 5 c You **mustn't** smoke in here.
 6 e You **don't have to** drive me to the station.
 7 g You **shouldn't** be rude to your mother.
 8 b In the UK you **have to** be 17 to get a driving licence.

- a It would be a good idea to do this.
 b This is a rule.
 c You are not allowed to do this; it is forbidden.
 d It is important that you do this.
 e It's not necessary, but you can if you want to.
 f This is necessary.
 g It would be a good idea not to do this.
 h This is very important; it is essential.

- 14** a. Use the prompts and make up three sentences each about doctors and nurses.

	must/mustn't have to/ don't have to	listen to their patients. study medicine at university. do shift work.
Nurses	should/ shouldn't	visit their patients at home. be impatient. be kind to patients.
	ought to/ ought not to	enjoy working with people. work long hours. explain treatments to their patients.
Doctors	need to/ don't need to	

Doctors should listen to their patients.

- b. Write three sentences about patients, using the verbs *listen*, *tell* and *visit*.

- 15** Expand these signs into full sentences in as many ways as possible. Where might you see each sign?

No Smoking!	DO NOT ENTER!
No eating!	No talking!
Do not feed the animals!	

You must not smoke.
 Smoking is forbidden.
 You are not allowed to smoke.
 We might find this sign in a public place.

- 16** Join the sentences. Can you suggest another ending to each sentence?

Students have to study hard	in case	of an emergency.
Athletes have to exercise regularly	otherwise	they will have a heart attack.
Everyone should have a first-aid kit at home	because	they must keep fit.
Patients with a heart condition must avoid stress	or else	they won't pass their exams.

Writing Project

Write a set of five rules about what students need to do while at school.

Permission, Request,
Ability, Possibility

Grammar Reference

- 17** Match the modals in bold to the functions below.

- possibility • lack of ability • permission
 • request • ability • lack of permission

- 1 **Could/Would** you help me with my homework?
 2 You **can't/mustn't/may not** smoke in here.
 3 You **can/may** borrow my dictionary.
 4 He **can** play the piano really well.
 5 He **could/may/might** have the flu.
 6 I **can't** speak French.

- 18** Underline the correct modal, then explain its use.

- 1 **Could/Would** it be OK if I left early today? *request*
 2 He **won't/can't** see without his glasses. *lack of ability*
 3 No, you **would not/may not** borrow my car. *lack of permission*
 4 She isn't inside; she **might/can** be in the garden. *possibility*
 5 You **will/may** go home if you aren't feeling well. *permission*

Past & Perfect Modals

Grammar Reference

- 19** Match the modals in bold to their meaning.

- 1 d I **should have** phoned my mum on her birthday.
 2 f You **needn't have** bought a ticket, because we had an extra one.
 3 b He **ought not to have** shouted at his neighbour.
 4 a Jim drove me to work, so I **didn't have to** walk.
 5 c He **couldn't/wasn't able to** play football until his leg healed.
 6 e He **didn't need to** go to the supermarket, because his wife had already done the shopping.

- 13 Explain the task. Read the sentences and explain any unknown words. Refer Ss to the Grammar Reference Section for further detail. Ss work in pairs and complete the task. Check Ss' answers. As an extension, ask Ss to make up their own sentences using each of the verbs/modals.

Answer Key (See overprinted answers)

Obligation: must(1), have to

Prohibition: mustn't

Suggestion: ought to, shouldn't

Necessity: need to, must(3)

Lack of Necessity: don't have to

- 14 a. Explain the task. Read the prompts aloud and explain any unknown words. Ss work in pairs and complete the task. Check Ss' answers by asking individual Ss to present their sentences to the class.

Suggested Answer Key

Doctors must study medicine at university.

Nurses have to do shift work.

Doctors don't have to visit their patients at home.

Nurses ought not to be impatient.

Doctors ought to be kind to patients.

Nurses need to enjoy working with people.

Doctors have to work long hours.

Doctors ought to explain treatments to their patients.

- b. Explain the task. Elicit points about patients and write them on the board. Allow Ss some time to complete the task. Check Ss' answers by asking some Ss to read their sentences aloud. As an extension, ask Ss to make up sentences using other verbs.

Suggested Answer Key

Patients have to listen carefully to their doctor's advice.

Patients should tell their doctor what medicines they are taking.

Patients don't have to visit their doctor's surgery.

Patients mustn't take any medication without a doctor's prescription.

- 15 Explain the task. Read the signs and the example sentences. Ss work in pairs and complete the task. Check Ss' answers around the class.

Suggested Answer Key

- You must not enter. You are not allowed to enter.
You might find this sign on a door for staff only.
- You must not eat. Eating is forbidden. Eating is not allowed here.
You might find this sign in a library.
- You must not talk. Talking is forbidden. You are not allowed to talk.
You might find this sign in an examination hall.
- You must not feed the animals. Feeding the animals is forbidden. You are not allowed to feed the animals.
You might find this sign at a zoo.

- 16 Explain the task. Read the prompts and explain any unknown words. Ss work in pairs and complete the task. Check Ss' answers around the class.

Answer Key

Athletes have to exercise regularly because they must keep fit.

Everyone should have a first aid kit at home in case of an emergency.

Patients with a heart condition must avoid stress or else they will have a heart attack.

Suggested Answer Key

Students have to study very hard or else they will fail.

Athletes have to exercise regularly in case they have to compete.

Everyone should have a first aid kit at home because you never know when they will need it.

Patients with a heart condition must avoid stress because it is harmful to their health.

Writing Project

Explain the task. Elicit what things Ss need to do while at school. Allow Ss some time to write their school rules. Alternatively, assign as written HW. Check Ss' answers. As an extension, put all the school rules together to compile a complete set of rules. These can be put together to make a leaflet and distributed to other classes.

Suggested Answer Key

Students must arrive at their lessons on time.

Students must not smoke.

Students must do all their homework.

Students must not eat in the classroom.

Students must always be prepared for class.

- 17 Explain the task. Read and explain the sentences. Refer Ss to the Grammar Reference Section for further detail. Ss work in pairs and complete the task. Check Ss' answers. As an extension, ask Ss to write an additional sentence for each function.

Answer Key

1 request

3 permission

5 possibility

2 lack of permission

4 ability

6 lack of ability

- 18 Explain the task. Read the sentences aloud. Ss complete the task. Check Ss' answers around the class.

Answer Key (See overprinted answers)

- 19 Explain the task. Read the sentences aloud and explain any unknown words. Refer Ss to the Grammar Reference Section for further detail. Ss work in pairs to complete the task. Check Ss' answers. As an extension, ask Ss to make up alternative sentences for each meaning.

Answer Key (See overprinted answers)

- 20 Explain the task. Ss work in pairs and complete the task. Check Ss' answers.

Answer Key (See overprinted answers)

- 21 Explain the task. Read the sentences aloud. Present present/perfect infinitives. Refer Ss to the Grammar Reference Section for further detail. Ss complete the task. Check Ss' answers.

Answer Key (See overprinted answers)

- 22 Explain the task. Elicit what might be happening in each picture. Ss work in pairs and complete the task. Check Ss' performance by asking individual Ss to present their sentences to the class.

Suggested Answer Key

- 2 *She must be tired.*
She shouldn't stay up so late at night.
She must have been studying until late last night.
She ought to go to bed earlier.
She could be bored.
- 3 *He must be frustrated.*
He must be at school.
He could be bored.
He can't have finished his homework.
He ought to study harder.

Game

Play the game according to the instructions in the Student's Book.

- 23 a. Explain the task. Read and explain the theory box. Refer Ss to the Grammar Reference Section for further detail. Ss complete the task. Check Ss' answers. Alternatively, complete the exercise as a whole class activity by reading each question aloud and eliciting the answer.

Answer Key

'is he' and 'didn't she' are question tags.

The first question asks for confirmation.

The second sentence asks for information.

We form question tags with the auxiliary or modal verb from the main sentence and the appropriate subject pronoun.

- b. Explain the task. Ss complete the task. Check Ss' answers. Ask Ss which sentences ask for confirmation and which ask for information. Check Ss' answers by asking individual Ss to read the complete sentence aloud. Check Ss' intonation.

Answer Key (See overprinted answers)

- 1 confirmation (falling intonation)
- 2 information (rising intonation)
- 3 confirmation (falling intonation)
- 4 confirmation (falling intonation)
- 5 information (rising intonation)
- 6 confirmation (falling intonation)
- 7 information (rising intonation)
- 8 confirmation (falling intonation)
- 9 confirmation (falling intonation)
- 10 confirmation (falling intonation)

- 24 a. Explain that this exercise works with Appendix 1 at the back of the book. Go through the letters I, J & K. Explain the task. Ss do the exercise. Check Ss' answers and ask them to explain the phrases.

Answer Key (See overprinted answers)

- 1 *exactly the same as sth*
- 2 *feel envious because you do not have sth*
- 3 *say very firmly that sth must be done*
- 4 *interested in / like*
- 5 *behave in a friendly/helpful way towards sth*

Appendix 1 (p. 75)

Ss can refer to p. 183 of the S's book for the same appendix.

I

- idea of (n) • identical to (adj) • ill with (adj) • impressed by/with (adj)
- (make an) impression on sb (n) • include in (v) • increase in (n) • indifferent to (adj) • information about/on (n) • insist on (v) • (have no) intention of (n)
- interest in (n) • interested in (adj) • interfere with/in (v) • invest in (v)
- invitation to (n) • invite sb to (v) • involve in (v)

J

- jealous of (adj)

K

- knock at/on (v) • know about/of (v) • keen on sth (adj) • keen to do sth (adj) • kind to (adj) • key to (n) • knowledge of (n)

- a He didn't do it, because it became unnecessary.
- b He did it but it was the wrong thing to do.
- c He didn't have the ability to do it.
- d He didn't do it, although it was necessary.
- e He didn't do it, because it wasn't necessary.
- f He did it, although it wasn't necessary.

20 Fill in **could(n't) have, ought (not) to have, needn't have, should(n't) have** or **didn't need to**.

- 1 We took our time because we **didn't need to** be there until 11 o'clock.
- 2 You **should have/ought to have** gone to see a doctor if you were feeling so ill.
- 3 Andy **shouldn't have/ought not to have** said that to Julie. He really upset her, didn't he?
- 4 I was busy last Saturday, so I **couldn't have** gone to his party even if I'd wanted to.
- 5 You **needn't have** come to pick me up – there are plenty of taxis.
- 6 He **should have/ought to have** arrived by now, because he left at least an hour ago.
- 7 We **needn't have** rushed, because we got there with plenty of time to spare.
- 8 If you had sprained your ankle, you **shouldn't have/ought not to have** walked here.
- 9 You **ought to have/should have** let Paul know what we were doing – he was waiting for us.
- 10 We **didn't need to** take an exam at the end of the course.

Making Deductions

Grammar Reference

21 Which of the sentences express certainty/uncertainty?

Present

- He must be tired. He might be tired. He can't be tired.

Past

- He must have been at work. (certainty)
He might have been at work. (uncertainty)
He can't have been at work. (certainty)

22 Look at the pictures. Write sentences using **must, could, shouldn't, ought, can't, etc**, as in the examples.

- He must be stressed.
He shouldn't work so hard.
He may have got a parking ticket.
He ought to relax.
His work can't be going very well. etc



Game



In teams, think of three sentences about the following situations, using appropriate modals. Each correct set of sentences gets a point. The team with the most points is the winner.

Suggested situations

- A your friend is in bed with a bad cold
- B your friend is upset because she has put on weight
- C your brother has failed his exam
- D your uncle has been fired from his job

Team A S1: You shouldn't go to school.

S2: You ought to see a doctor. etc

Question Tags

Grammar Reference

23 a. Look at the examples and underline the question tags. Which asks for confirmation? Which asks for information? How are they formed?

FALLING/RISING INTONATION

He isn't in today, is he? (sure of the answer)

She left yesterday, didn't she? (not sure of the answer)

b. Fill in the correct question tags.

- 1 They bought some flowers, **didn't they?**
- 2 He hasn't called yet, **has he?**
- 3 Ann looks tired, **doesn't she?**
- 4 Stop talking, **will you/won't you?**
- 5 Let's have dinner together, **shall we?**
- 6 He will keep our secret, **won't he?**
- 7 You booked the tickets, **didn't you?**
- 8 We are going out tonight, **aren't we?**
- 9 Dad will be on time, **won't he?**
- 10 She won't forget, **will she?**

Prepositions

Appendix 1

24 a. Underline the correct preposition, then explain the phrases.

- 1 Look! That dress is identical to/with the one Jane was wearing last night.
- 2 I think he is jealous for/of Sally because of all the money she's making these days.
- 3 We offered to help her but she insisted for/on doing the whole thing herself.
- 4 James thinks it's an excellent plan but I'm not so keen on/to the idea.
- 5 Everyone has been very kind to/of me since the accident.

- 6 That book made a really strong impression **with/on** Emma. She can't stop talking about it.
- 7 Come to the fair – everyone is welcome to join **in/to** the fun.
- 8 In recent years there has been a large increase **of/in** the number of people who take no regular exercise.

b. Fill in the correct preposition, then choose five phrases and make sentences using them.

1 **at** the crack of dawn; 2 to play a part **in** sth; 3 **in** fact; 4 to deprive sb **of** sth; 5 to run the risk **of** sth; 6 to lead **to** sth; 7 **for** example; 8 to be **in** tune **with** sth; 9 **in** harmony; 10 **in** the long run

Phrasal Verbs

Appendix 2

25 Fill in the correct particles, then explain the phrasal verbs.

- 1 I've seen this film before. Don't worry, though – I won't give **away** the ending.
- 2 The fire was **giving off** a lot of heat.
- 3 The car was running fine this morning but on the way home the engine suddenly **gave out**.
- 4 It was obvious that they would lose, but they still wouldn't **give up**.
- 5 He said he would do it – I can't believe he **went back on** his word.
- 6 I feel really ill today; I hope I'm not **going down with** flu.
- 7 Erica left a bit suddenly, maybe you should **go after** her and check she's OK.
- 8 The dog **went for** him when he tried to open the gate.
- 9 I'm afraid there won't be enough food to **go (a)round**.

Multiple Choice Cloze

26 Read the text and decide which answer – A, B, C or D – best fits each space (1-15). There is an example at the beginning (0).

An Early Bird or a Night Owl?

Owls are nocturnal creatures. They're wide **0) awake** at night and they sleep during the day. If this **1)** like bliss to you, then, like about 20 percent of the population **2)** find themselves most active at around 9 pm, you may fall into the same category **3)** our feathered friend. Night owls often have difficulty waking up in the morning, and like to be up late at night. **4)** of animal behaviour indicate that being a night owl may actually be **5)** into some people's genes. This would explain **6)** those late-to-bed, late-to-rise people find it so difficult to change their behaviour.

The trouble for night owls is that they just **7)** to be at places such as work and school far **8)** early. This is when the alarm clock becomes the night owl's most important survival tool. Experts **9)** that one way for a night owl to beat their dependence **10)** their alarm clocks is to sleep with the curtains open. The theory is that if they do so, the morning sunlight will awaken them gently and naturally.

The **11)** is that, unlike the feathered owl, human owls can't claim that a nocturnal existence is their **12)** lifestyle. They are programmed to be at their best **13)** the day.

14) if we try to change our schedules and work at night, Mother Nature isn't fooled. Night is still the time when our body **15)** down. Night owls simply start and finish a little later than average.



- | | | | |
|-------------------|----------------|----------------|------------------|
| 0 A aware | B wakeful | C awake | D alert |
| 1 A sounds | B hears | C listens | D looks |
| 2 A when | B whose | C which | D who |
| 3 A like | B as | C with | D for |
| 4 A Research | B Examinations | C Enquiries | D Studies |
| 5 A constructed | B built | C erected | D made |
| 6 A why | B when | C how | D where |
| 7 A ought | B have | C must | D should |
| 8 A too | B enough | C from | D away |
| 9 A tell | B speak | C inform | D say |
| 10 A in | B on | C to | D for |
| 11 A truth | B honesty | C real | D reason |
| 12 A usual | B expected | C ordinary | D natural |
| 13 A while | B throughout | C through | D during |
| 14 A Also | B Even | C Yet | D As |
| 15 A slows | B moves | C goes | D falls |

- 6 *have a strong impact on sb*
 7 *participate*
 8 *the number, level or amount of sth becomes greater*

- b. Explain that the phrases in this exercise are taken from the article on p. 71. Do item 1 with Ss, and then Ss work in pairs and complete the exercise. Check Ss' answers. Then Ss choose five phrases and make up sentences using them. Alternatively, assign the exercise as written HW. Ss prepare their sentences for the next lesson. Check Ss' answers. Ss should memorise these phrases.

Answer Key (See overprinted answers)

(Ss' own answers)

- 25 • Explain that this exercise works with Appendix 2 at the back of the book.
 • Ask Ss to think of any phrasal verbs formed with **give** or **go**. Write them on the board. Elicit their meanings by asking Ss to give examples.
 • Do item 1 with Ss, and then Ss work in pairs and complete the exercise. Check Ss' answers. Ss should memorise these phrasal verbs.

Answer Key (See overprinted answers)

Appendix 2 (p. 76)

Ss can refer to p. 186 of the S's book for the same appendix.

Give

give away = 1) (tr) reveal; 2) (tr) give
give of charge
give back = (tr) return
give in = (int) surrender; yield
give off = (tr) emit (smells, heat, fumes, etc)

give out = 1) (int) come to an end, 2) (tr) distribute
give up = 1) (tr) abandon an attempt/habit, 2) (tr) surrender

Go

go after = (tr) pursue
go ahead = (int) be allowed to happen
go away = (int) stop; cease
go back on = (tr) break a promise/engagement
go by = (tr) base one's ideas on
go down with = (tr) become ill
go for = 1) (tr) attack; 2) (tr) apply for
go in for = (tr) take part in (a competition)
go off = 1) (int) (of a bomb) explode; 2) (int) (of an alarm) ring; 3) (int) (of food) spoil
go on = 1) (int) continue; **carry on**; 2) (tr) happen

go out = (int) stop burning
go over = 1) (tr) examine details; **go through**; 2) (tr) repeat
go round = 1) (int) be enough for everyone to have a share; 2) (int) (news/disease) spread; circulate; **get round**
go through = 1) (tr) experience; 2) (int) (of a deal/ arrangement) be completed with success; 3) (tr) discuss in detail
go up = (int) (of prices) rise
go with = (tr) match
go without = (tr) endure the lack of sth; **do without**

- Read the example and then do item 1 with Ss. Ask them to look at the words before and after each gap and think of a word that might fit. Then ask Ss to look at the options and decide which best fits the gap. Ss do the exercise. Check Ss' answers by asking Ss to read the completed text aloud. Ss should justify their answers.

Answer Key (See overprinted answers)

- sounds like (fixed phrase)
- 'who' refers to the word population
- 'same' is usually followed by 'as'
- behaviour is sth that is studied
- built into (fixed phrase)
- 'why' suggests reason/explanation
- 'have to' expresses necessity
- 'too' is used to show degree
- 'say' is usually followed by 'that'
- dependence on (fixed phrase)
- the truth is (phrase)
- 'natural lifestyle' is the strongest collocation
- 'during' is always followed by a noun phrase
- Even if (phrase)
- slow down: phrasal verb

- Post Reading:** Ss work in pairs and interview each other about their daily routine. One S takes the role of interviewer, the other of interviewee. The interviewer should take notes and then report his/her findings to the rest of the class.
- As an extension, ask Ss: *What type of writing is it? (an article); Where could it be found? (in a newspaper or magazine)*

- 26 • **Pre-Reading:** Ask Ss to read the title. Ask: *What is an early bird? (a person who gets up early in the morning and goes to bed early at night); What is a night owl? (a person who gets up late in the morning and goes to bed late at night)*. Do a class survey and find out who is an early bird and who is a night owl.
- Refer Ss to the tip on p. 44. Remind Ss that they need to follow this advice if they want to complete the task successfully. Ask Ss to skim the text quickly to get the gist.

- 27 • **Pre-Reading:** Ask Ss to look at the pictures and identify the foods. Ask Ss what these foods have in common. (*They are all healthy. / We often have them for breakfast.*) Elicit other healthy foods from Ss. Ask Ss whether they eat/like these foods, giving reasons.
- Explain that in this type of exercise, Ss are given a text in which some lines contain a mistake in the form of an extra word that needs to be removed. Read out the title and elicit what the text is about. Ask Ss to skim the text quickly to check if their guesses were correct. Refer Ss to the tip on p. 13 if necessary.
 - Read out the first line of the text and focus Ss' attention on the word **of**. Ask Ss to explain why **of** is extra and therefore wrong (*you cannot use the preposition of without a definite article after an -ing verb*). Point out that Ss need to read the article line by line and not sentence by sentence.
 - Read out the second line of the text. Elicit that it does not contain a mistake.
 - Ask Ss to read the third line and look for a mistake. Continue with the rest of the text. Ask Ss to justify their answers.
 - When Ss have completed the exercise, ask individual Ss to read the corrected text aloud.

Answer Key (See overprinted answers)

- 1 we do not need a linking device at this point in the sentence
- 4 we do not need to put a preposition before the verb
- 5 the infinitive form does not require 'for' as a prefix
- 7 to 'have an influence on' is a fixed phrase, which is not being used in this sentence
- 9 we do not use both the pronoun and the noun together
- 11 comparative form does not require a quantifier
- 12 this noun does not require a definite article
- 13 we do not use both the pronoun and the noun together
- 14 we don't use 'the' with 'next time' in this context
- 15 'a piece of' is a set noun of quantity which is not necessary in this sentence

- **Post Reading:** Ask Ss to keep a record of everything that they eat for one day. Ss can then categorise this into the food groups and draw their own personal food pyramid.

- 28 Explain the task. Ss do the exercise. Remind Ss that the second sentence must have the same meaning as the first. Ss complete the exercise. Check Ss' answers and ask Ss to identify the grammatical/lexical structure being tested.

Answer Key (See overprinted answers)

- 1 present perfect modal expressing suggestion
- 2 past modal expressing lack of necessity
- 3 present modal expressing lack of necessity
- 4 fixed phrase
- 5 modal of prohibition
- 6 phrasal verb

- 29 Explain the task. Ss do the exercise. Check Ss' answers. Ss explain the idioms. As an extension, allow Ss two minutes to think of as many other idioms using parts of the body as possible. Elicit idioms and write them on the board. Ss copy them into their notebooks. Alternatively, ask Ss to write down similar idioms in their own language and explain them in English.

Answer Key (See overprinted answers)

- 1 like sweet food very much
- 2 to talk about sth that has been worrying you
- 3 you see and identify what sth is
- 4 they are not shocked by things that shock other people
- 5 you are certain about sth
- 6 suggest that sb means one thing when they mean sth else

- 30 Explain the task. Do item 1 with Ss. Ss complete the task. Check Ss' answers and ask Ss to explain the phrases.

Answer Key (See overprinted answers)

- 1 to say or do sth that makes people feel relaxed
- 2 do amusing imitations of people
- 3 emphasising that you are not going to do sth
- 4 have a strong desire to travel
- 5 to have great success

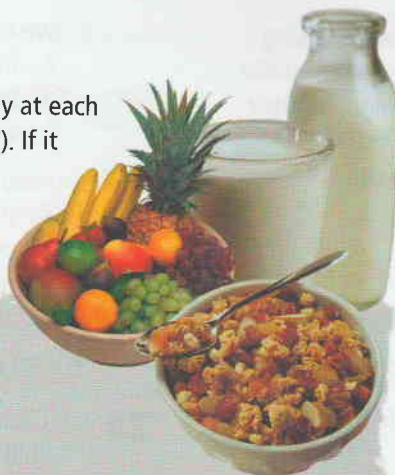
Error Correction

- 27 Read the text below and look carefully at each line. If the line is correct, put a tick (✓). If it has a word that should not be there, write this word on the line, as in the examples.

Eat to Relax

We all know that eating of healthy foods helps us to live longer and to ward off the danger of strokes or heart disease. A healthy lifestyle, which includes and regular exercise and a diet with lots of fruit and vegetables, not only keeps the doctor away but also makes us to feel good. Being in good health is an important way for to reduce stress, but this is not the only benefit of eating properly. In particular, the types of food that we eat influence on our moods. Eating carbohydrate-rich foods like breads, cereals, rice and pasta it causes the production of serotonin, which makes us feel calm. Fruit and vegetables also set off the production of this chemical, but in too smaller doses. Milk, cheese and the yoghurt can also help, especially when they eaten together with carbohydrates. The next time you feel stressed, try a little piece bread and a glass of milk and you'll feel relaxed in no time.

0 of
00 ✓
1 and
2 ✓
3 ✓
4 to
5 for
6 ✓
7 on
8 ✓
9 it
10 ✓
11 too
12 the
13 they
14 The
15 piece



- 6 You mustn't reveal the secret to anybody.
away You aren't allowed to give away the secret to anybody.

Idioms & Fixed Phrases

- 29 Fill in the words from the list then explain the phrases in bold.

• mouth • finger • stomach
• tooth • chest • bones

- 1 Martin loves chocolate and biscuits – he's really got a **sweet tooth**.
2 Thanks for listening. I needed to **get that off my chest**.
3 There's something wrong with the car, but I just can't **put my finger on** what it is.
4 Surgeons need to have a **strong stomach**, because they can't let the sight of blood and injuries upset them.
5 I'm sure something is going to go wrong today. I can **feel it in my bones**.
6 I didn't say that. Please don't **put words into my mouth**.

Key Word Transformations

- 28 Complete the second sentence using the word in bold. You can use two to five words, including the word given.

- 1 It was wrong of him not to tell us as soon as he found out.
should He **should have told us** as soon as he found out.
2 Anna didn't go to hospital; it was only a minor injury.
have Anna **didn't have to go** to hospital; it was only a minor injury.
3 It isn't necessary to make an appointment – come in any time tomorrow morning.
need You **don't need to make** an appointment – come in any time tomorrow morning.
4 His speech had an effect on everyone who was there.
impression His speech **made an impression on** everyone who was there.
5 Patients must be accompanied by a nurse when they leave the ward.
allowed Patients **are not allowed to leave** the ward unless accompanied by a nurse.

- 30 Underline the correct word then explain the phrases.

- 1 At the start of the meeting the boss told a few jokes **to break the ice/pace**.
2 She's really funny, she can do/ **make impressions** of all sorts of famous people.
3 He said that he would think about it, but in fact he **had no plan/intention** of going.
4 Debbie **has itchy feet/boots** – she never stays in one place for more than a year or two before she goes travelling again.
5 I think the professor has really **knocked/hit** the jackpot with his latest invention.

Listening & Speaking skills

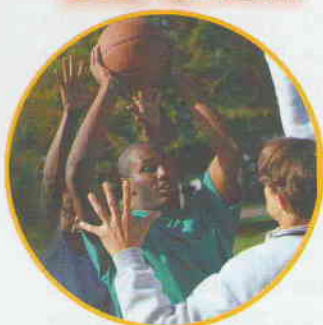
- 31** You are going to listen to four people talking about how they have improved their quality of life. Match the statements which best summarise their ideas (A-E) to the speakers (1-4). There is one statement which you do not need to use.

A Be with friends.	Speaker 1	<input checked="" type="checkbox"/> C
B Get back to nature.	Speaker 2	<input checked="" type="checkbox"/> D
C Be satisfied with less.	Speaker 3	<input checked="" type="checkbox"/> B
D Focus on the family	Speaker 4	<input checked="" type="checkbox"/> E
E Help those in need.		

- 32** Look at the table and the pictures, then, in pairs, talk about:

- different ways to relax;
- pros & cons of active and passive relaxation

HOW PEOPLE RELAX



Survey results for 500 teenagers

- 27% watch TV
- 24% spend time with friends
- 12% read a book
- 10% listen to music
- 8% play sports
- 6% play a musical instrument
- 5% go shopping
- 3% go to the cinema
- 3% go out for a meal
- 2% play computer games

TIP

Read the instructions to find out what the listening text is about. Read the question stems and underline any key words. Read the options (A, B, C) for each question. Do not predict the answers. Listen and mark your answers. Listen again and check. Do not leave any questions unanswered.

- 33** You will hear five short dialogues about people's health. Listen and circle the correct item: A, B or C.

- What happened to the girl?
 - A She crashed her bicycle.
 - B She crashed her car.
 - ☒ C She crashed her mother's car.
- What is wrong with the man?
 - ☒ A He has got food poisoning.
 - B He is allergic to seafood.
 - C He ate too much.
- What has the man been doing?
 - A fighting
 - B dressing his children
 - ☒ C jogging

- What is the doctor's advice?
 - A To exercise more.
 - ☒ B To exercise less.
 - C To do some weightlifting.
- How did the woman hurt her hand?
 - ☒ A She burnt it.
 - B She trapped it in the kitchen door.
 - C The man hurt it.

Speculating

- 34** a. Look at the pictures. Who is in a hurry? has a splitting headache? has had an accident?



- b. What do you think caused each problem?

Jack might have been playing football. He could have tripped and fallen down. He must be in pain. etc

Giving Advice

- c. What advice would you give each person? Use the phrases below, as well as your own ideas.

If I were you, I ... / You should(n't) ... / Why don't you ...

Jack - You should be more careful.

- 35** a. You are going to hear someone giving advice on how to reduce stress. Listen and say where you might hear this dialogue. How do the speakers sound? Why?

- b. Listen again and write **Yes** or **No** for each statement (1-7).

- The woman is suffering from stress. **Yes**
- She often goes out with her friends. **No**
- She thinks her work is causing her stress. **Yes**
- The man suggests that she find another job. **Yes**
- The woman can work fewer hours. **No**
- The man suggests she take some medicine. **No**

- 36** Your friend is feeling stressed out and wants to make some changes to his/her lifestyle.

- suggest ways to change his/her lifestyle in order to help reduce stress
- reject his/her reasons for not being able to follow your advice, and suggest alternatives
- express your hope that everything will work out well

- 31 • **Pre-Listening:** Explain the situation. Ss suggest ways to improve quality of life.
- Explain the task. Read out the statements and explain any unknown words. Remind Ss that they are expected to match the speakers to the statements, and that there is an extra statement that they do not need to use.
 - Explain that Ss should listen to each speaker carefully and wait until they have finished speaking before they match them to the problems because they may give misleading information.
 - Remind Ss that the speakers may not use exactly the same words, and that Ss may have to deduce the answers. Play the cassette twice and Ss do the exercise. Check Ss' answers by playing the cassette again and pausing after each speaker.
 - As an extension, ask Ss what words/phrases on the cassette helped them to deduce the meaning.

Answer Key (See overprinted answers)

- 32 • Explain the task. Read through the survey results with Ss. Read out the first prompt and brainstorm with Ss to find out other ways to relax and write the list on the board. Go through the list of activities and categorise them according to whether they are active or passive.
- Ss work in pairs and talk about the pros and cons of active and passive relaxation. Monitor Ss' performance around the class. Choose some pairs to present their dialogues to the class.
 - Alternatively, Ss work in pairs and brainstorm different ways to relax. Then, Ss talk about each activity and decide whether it is active or passive. Finally, Ss talk about the pros and cons of active and passive forms of relaxation.

Suggested Answer Key

- A: *Watching TV is a form of passive relaxation.*
B: *Yes, you can sit quietly and forget about all your problems.*
A: *That's true. Also, you can travel all over the world without leaving your living room, so it's very cheap.*
B: *On the other hand, you don't get any exercise. It can also damage your eyesight.*
- A: *Playing sports is a form of active relaxation.*
B: *You're right. When you exercise, you spend time with friends and team mates, and wind down.*
A: *However, you have to be careful not to get injured.*
B: *That's true. Moreover, playing sports can be quite expensive. You have to buy all sorts of equipment and pay membership fees to clubs and gyms. etc*

- 33 • Go through the tip. Explain that Ss need to follow this advice in order to complete the task successfully. Remind Ss that they may not hear exactly the same words used on the cassette and that Ss may have to deduce the answers.
- Explain the task. Point out that Ss will hear five unrelated dialogues and that there is one question related to each dialogue. Play the cassette twice, and Ss complete the task. Check Ss answers by playing the cassette again, pausing after each piece of information is given. As an extension, ask Ss to say the words/phrases that they used to deduce their answers.

Answer Key (See overprinted answers)

Suggested Answer Key

Jack has had an accident.

Jean is in a hurry.

Bill has a splitting headache.

- b. Explain the task. Ss work in pairs and talk about what caused each problem. Monitor Ss' performance around the class. Ask some Ss to present their opinions to the class.

Suggested Answer Key

- *Jean might be on her way to work. She could be stuck in a traffic jam. She may be late for a meeting. She could be talking to her boss on her mobile phone.*
- *Bill might have been working very hard. He could have been looking at a computer screen for a long time. He may have been trying to meet a deadline.*

- c. Explain the task. Ss work in pairs and give appropriate advice. Monitor Ss' performance around the class. Ask some Ss to present their advice to the class.

Suggested Answer Key

Jean: Why don't you get up earlier?

Bill: If I were you, I would take an aspirin.

- 35 a. • **Pre-Listening:** Elicit from Ss what stress is, what causes it and ways to reduce it.
- Explain the task. Play the cassette once. Ss answer the questions. Check Ss' answers.

Suggested Answer Key

You might hear this dialogue in a doctor's surgery.

The woman sounds worried because she is suffering from stress.

The doctor sounds calm because he is trying to give advice and help the woman.

- b. Explain the task. Play the cassette again. Ss do the exercise. Check Ss' answers.

Answer Key (See overprinted answers)

- 36 Explain the task and read through the prompts. Brainstorm with Ss to elicit vocabulary and write it on the board. Ss work in pairs. One takes the role of the stressed person and the other gives advice. Ss complete the task. Monitor Ss' performance around the class. Ask some Ss to present their dialogues to the class.

Suggested Answer Key

A: *It would be a good idea if you worked fewer hours every day. You could also take a few days off.*

B: *I can't do that. I'm too busy.*

A: *Well, you just can't carry on like this, or you'll get really ill. Why don't you try to set aside some time for yourself every day when you can relax a bit?*

B: *I suppose I could try that.*

A: *Good. I hope that everything will work out well for you.*

Tapescript for Exercise 31 (p. 78) → See p. 81(T)

Ss can refer to pp.201-202 of the S's book for the same tapescript.

Tapescript for Exercise 33 (p. 78) → See p. 81(T)

Ss can refer to p.202 of the S's book for the same tapescript.

Tapescript for Exercise 35a (p. 78) → See p. 81(T)

Ss can refer to pp.202-203 of the S's book for the same tapescript.

- 34 a. Ask Ss to look at the pictures. Elicit what is happening in each picture. Ss work in pairs and answer the questions. Monitor Ss' performance around the class. Ask some Ss to present their answers to the class.

Writing

Explain the task. Do the task orally in class, then assign it as written HW.

Suggested Answer Key

Dear Janet,

How are you? I am sorry to hear that you are so stressed at the moment. Here are a few things that might make you feel better.

First of all, why don't you try to cut back on your working hours. This would surely make you feel better. If that is impossible, you could try to take a few days off. You could go away for a few days and try to put your problems at work aside. Then, you would feel refreshed and would see everything in a new light.

Another good idea would be to try to set aside some time for yourself every day. You could read a book, listen to music, or simply take a long, relaxing bath. I'm sure that you will soon feel a lot better if you do this.

I hope that my advice helps. Write and let me know what happens.

Yours,
Pam

- 37 a. Explain the task. Play the cassette. Ss do the exercise. Check Ss' answers.

Answer Key (See overprinted answers)

- b. • Explain the task and read the expressions aloud. Explain any unknown words and phrases. Ss work in pairs and complete the exercise. Then, Ss act out the dialogues.
• As an extension, ask Ss to use the expressions as well as their own ideas to make up similar dialogues.

Suggested Answer Key

- 1 I'm fed up with this! I can't put up with this! I'm sick of this!
I've had all I can take! I don't know what to do!
 - 2 I'm fed up with this! I can't put up with this! I'm sick of this!
I've had all I can take!
 - 3 For crying out loud! I don't believe it! Good grief!
 - 4 For crying out loud! I can't put up with this! I'm sick of this!
I've had all I can take!
- 38 a. Explain the task. Read the words in the list aloud. Ss use their dictionaries to complete the task. Alternatively, Ss can do some research in the library/ on the Internet to complete the task.

Answer Key (See overprinted answers)

- b. Play the cassette, stopping after each word. Ss repeat the words. Check Ss' pronunciation. Then, Ss make up sentences using the words. Check Ss answers around the class.

Suggested Answer Key

Doctors use a stethoscope to listen to your heartbeat.
Pneumonia is a very serious illness.
We can use a thermometer to take our temperature.
Asthma attacks can be caused by an allergy to animal fur or dust.
You should drink lots of fluids when you have diarrhoea.
Physical activity helps us to stay healthy.
There are many patients waiting for the doctor.
Don't forget to take your medicine.
Regular exercise will help to keep your muscles strong.

- 39 a. Explain the task. Play the cassette. Ss do the exercise. Check Ss' answers.

Answer Key (See overprinted answers)

- b. Explain the task. Read the prompts. Ss work in pairs and do the task. Monitor Ss' answers. Check Ss' answers by asking some pairs to present their dialogues to the class.

Suggested Answer Key

- A: Good afternoon. Meadows Surgery. Can I help you?
B: Oh yes, I'd like to make an appointment with Doctor Michaels, please.
A: I'm afraid Dr Michaels is on holiday at the moment. Would you like an appointment to see Dr Jones instead?
B: Erm... yes, alright. That would be fine.
A: Right. The first available appointment is on Friday at 2:30pm. Does that suit you?
B: Yes, that should be okay.
A: Good, Can I take your name, please?
B: Carol, Carol Ormerod.
A: What seems to be the problem?
B: I've got a bad cough.
A: Right then, we'll see you on Friday at 2:30.
B: Thank you. Goodbye. etc

- 40 a. Explain the task. Play the cassette. Ss do the exercise. Check Ss' answers.

Answer Key (See overprinted answers)

- b. Explain the task. Ss work in pairs and act out the dialogues. Check Ss' answers by asking some pairs to act out their dialogues in front of the class.

Suggested Answer Key

- A: Are you okay, Betty? You look a bit pale.
B: Actually, I feel terrible.
A: Oh, what's wrong?
B: I've got a burning feeling in my chest.
A: Sounds to me like heartburn. If I were you, I would take an antacid tablet.
- A: Are you okay, Betty? You look a bit pale.
B: Actually, I feel terrible.
A: Oh, what's wrong?
B: I can't stop yawning.
A: Sounds to me like you're overtired. If I were you, I would get an early night.

Writing

Use your ideas from Ex. 36 to write a letter of advice to your friend on how to reduce stress. Start with your opening remarks. In the main body write your advice. End your letter with closing remarks.

Losing your temper

You will hear four short exchanges about various problems. Listen and match the exchanges (1-4) to the problems listed.

untidiness 4 noise 2
overwork 3 faulty appliance 1

Read the exchanges and replace the expressions in bold, which show the speaker has lost their temper, with appropriate ones from the list.

- For crying out loud! • I'm fed up with this!
- I don't believe it! • I don't know what to do!
- Good grief! • I can't put up with this!
- I'm sick of this! • I've had all I can take!

- A: I've had enough! Go on – you fix this machine. I give up!
B: OK, I'll do it. Just calm down.
- A: I can't stand it any more! Don't you know it's late and I'm trying to sleep? Turn down the music or I'll call the police.
B: Alright, alright. Don't go on about it. I'll turn it down.
- A: Haven't you finished that report yet?
B: You must be joking! The phone hasn't stopped ringing all day and I've been running around after you. When do you expect me to do it?
- A: For goodness' sake! I won't tell you again – clean up this mess immediately, please.
B: Oh come on, Mum. It's my room after all. You never stop nagging me.

Pronunciation

38 a. Read the words and say which language each comes from. Write **G** (for Greek), **L** (for Latin) or **B** (for Both). Do you use any words in your language which are similar to these?

stethoscope	G	physical	G
pneumonia	G	temperature	L
thermometer	B	patient	L
asthma	B	medicine	L
diarrhoea	B	muscles	L

b. Listen and repeat, then make up sentences using the words. Be careful how you pronounce them.

Making an appointment

39 a. Listen to the dialogue and fill in the questions. Who is Tina speaking to? Tina is speaking to the receptionist at Meadows Surgery.

- A: Good afternoon. Meadows Surgery. 1) Can I help you?
B: Oh yes, I'd like to make an appointment with Doctor Michaels, please.
A: I'm afraid Dr Michaels is on holiday at the moment. 2) Would you like to see Dr Jones instead?
B: Erm ... yes, alright. That would be fine.
A: Right. The first available appointment is on Thursday at 10 o'clock. 3) Does that suit you?
B: Yes, that should be okay.
A: Good. 4) Can I take your name, please?
B: Tina, Tina Wilcox.
A: 5) What seems to be the problem?
B: I've been having trouble sleeping lately.
A: Right then, we'll see you on Thursday at 10 o'clock.
B: Thank you. Goodbye.

b. Use the prompts below to act out similar dialogues.

Friday	Monday
2:30pm	9 o'clock
Carol Ormerod	Brian Powell
(bad cough)	(earache)

Describing symptoms

40 a. Listen to the dialogue and fill in the missing words. What's wrong with Betty? Betty probably has the flu.

- aches • the flu • pale

- A: Are you okay, Betty? You look a bit 1) pale.
B: Actually, I feel terrible.
A: Oh! What's wrong?
B: I'm burning up and my whole body 2) aches, too.
A: Sounds to me like 3) the flu. If I were you, I would go to bed.

b. Use the prompts to act out similar dialogues.

- burning feeling in my chest
heartburn – take an antacid tablet
- can't stop yawning
you're overtired – get an early night

Naturally Hot

- 41 a. Look at the pictures. What do these places have in common?

- b. The words/phrases below are used in the texts. In what context do you expect each to be used? Make up sentences, as in the examples.

Text A: ancient limestone - high mineral content - relaxation and therapeutic purposes - dark and humid - caves - natural steam bath

Text B: bubbling geysers - active volcano areas - mud pools - hot springs - pain-relieving qualities - arthritis, rheumatism and neuralgia - spas

Text A: The caves contain ancient limestone.

Text B: There are lots of bubbling geysers in New Zealand.

- c. How do you think the title above is related to the pictures?

- 42 Which of the following can you find in your country: **mud pools? hot spring? active volcanic areas? caves in mountains? natural steam baths? health spas?** Why might a person visit such places?

- 43 a. Read the articles and decide which health spot each statement refers to. Write **R** (for Rotorua) or **A** (for Ainsworth Hot Springs). Then, explain the words in bold.

Which place:

- | | |
|--|----------|
| 1 was once used by miners? | A |
| 2 has water that comes from deep below the ground? | R |
| 3 has got caves? | A |
| 4 is famous for its volcanoes? | R |
| 5 can be found in an area of natural beauty? | A |
- b. Read the articles again and find one similarity and one difference between each of the resorts.
- c. Find synonyms for the highlighted words. Then, find words in the articles which are similar in your language.
- d. In pairs, think of alternative titles for the articles.

- 44 What similar resorts are there in your country? What can you do there? Imagine you are a tourist guide, and give a talk to the class about one such resort.

Writing

- 45 Write a short article about a famous health spot in your country. Write about:
- brief description of location / what it is famous for
 - historical details (if any)
 - special features
 - what to do there / recommendation

A

Ainsworth Hot Springs

The Selkirk Mountains in British Columbia, Canada, are famous for the Cody Caves System with its ancient limestone and natural hot springs. The springs have a naturally high mineral content and have long been used for relaxation and therapeutic purposes.

The native Indians originally discovered the springs, but now they **form** part of one of the country's favourite holiday resorts. The springs got their name from George Ainsworth from Oregon, who founded Hot Springs Camp in 1882. At that time the only visitors were local **miners** and **prospectors**, but in the 1920s the springs were developed and **caves** and a pool were **constructed**. Meanwhile the mining industry declined, and all the mines were closed by the 1960s.

From its source in the Cody Caves, the water works its way down through the rock, and the deeper it goes, the hotter it gets. It finally **surfaces** at Ainsworth Hot Springs, where the water temperature **varies** from 35°C to 42°C. The caves are dark and humid and with the hot spring water at waist height they act as a natural **steam bath**.

The surrounding area is of great natural beauty. There are fantastic views of Kootenay Lake and the Purcell Mountains, and visitors can go hiking in Kokanee Provincial Park.

- a. Ss look at the pictures and answer the question.

Suggested Answer Key

Both of these places are spots of natural beauty. They both have something to do with water.

- b. Explain the task. Read out the list of words and the examples. Ask Ss to express their opinions. Check Ss' answers by asking Ss to present their opinions to the class.

Suggested Answer Key

Text A

The high mineral content of the water has healing properties. Many people visit the Ainsworth Hot Springs for relaxation and therapeutic purposes.

The caves are dark and humid.

The springs come from caves which are deep underground.

One can take a natural steam bath in the hot springs.

Text B

Rotorua is one of the world's most famous active volcano areas.

The area is filled with mud pools.

One can relax in the natural hot springs.

The water has many pain-relieving qualities.

The waters can help people with arthritis, rheumatism and neuralgia.

There are many health spas in Rotorua.

- c. Read the question. Elicit how the title is related to the pictures.

Suggested Answer Key

The two pictures show water. Perhaps this water is warmed naturally by the heat of the Earth.

- d. Explain the task. Ss work in pairs and list the natural features which exist in their country. Pairs report back to the class. Alternatively, Ss can draw a map of their country and label these features on the map.

(Ss' own answers)

- e. a. Explain the task. Read the prompts and explain any unknown words. Then, allow Ss three minutes to complete the exercise. Check Ss' answers. Ss explain the words in bold by giving examples or by looking the words up in their dictionaries.

(Ss' own answers)

Answer Key (See overprinted answers)

- b. Explain the task. Ss work in pairs and complete the task. Check Ss' answers.

Suggested Answer Key

Similarity: Both resorts have natural hot springs. Both resorts are used for relaxation as well as therapeutic purposes. Both resorts were originally used by native people long ago.

Difference: Ainsworth Hot Springs is famous for its caves, whereas Rotorua is famous for its geysers and mud pools. Rotorua is an active volcano area, whereas Ainsworth Hot Springs is not. etc

- c. Ss use their dictionaries to find synonyms for the highlighted words. Then, Ss find any words which are similar in their own language. Check Ss' answers.

Answer Key

- | | | | |
|---|----------------------------|---|----------------------|
| 1 | form: make up | 5 | humid: damp |
| 2 | constructed: formed | 6 | relieve: ease |
| 3 | declined: dropped | 7 | region: area |
| 4 | varies: changes | | |

- d. Explain the task. Ss work in pairs and complete the task. Check Ss' ideas around the class.

Suggested Answer Key

Text A: Natural Beauty; Natural Heat; Caves of Health; etc

Text B: Thermal Wonderland; Volcanic Health; etc

- 44 • Explain the task. Ss can do research in the library/ on the Internet to answer the questions and prepare their talks. Encourage Ss to collect pictures, etc, that they can show to the class to make their talks more interesting. Ss present their talks in class. Other Ss can assess the talks. Alternatively, Ss can video their talks and present the video in class.
- As an extension, Ss can make a poster advertising the resort that they talked about. These can be put up in the classroom.

(Ss' own answers)

- 45 Explain the task and read the prompts. Then assign it as written HW. Explain that Ss will need to do research in the library/on the Internet/ etc, make notes, and then write their article. Encourage Ss to find pictures, etc, to illustrate their articles.

- Alternatively, the articles can be collected to make a tourist brochure for their country and distributed to all the Ss.
- As an extension, ask Ss: *What type of writing is it? (an article); Where could it be found? (in a tourist brochure, in a travel guide, on a tourist web site, in a newspaper or magazine)*

Tapescript for Exercise 31 (p. 78)

Ss can refer to pp.201-202 of the S's book for the same tapescript.

Speaker 1

I used to be the most stressed man on earth. I was working for a large company in the city and I used to spend up to twelve hours a day in my office, struggling with mountains of paperwork. I got up at six every morning and didn't usually get home until late in the evening. My family never saw me. I never had time to meet up with friends. It was no kind of life, really. Then one day, I suddenly realised that I was letting life pass me by. I decided that there are more important things in this world than a fat pay packet. That was it. I gave up my job and found work in a much smaller firm, where there was much less pressure. I took quite a big drop in salary, but it was worth it. Having a well-paid job is not the only measure of success, is it? I believe that if you are happy with your life, then you are truly successful.

Speaker 2

When you become a parent, you have all kinds of plans. Everybody does. We all think we will be the best parent ever, that we will be there for our children as they grow up and that we will give them all the attention they need. In reality, though, it is not as simple as that. Most of us have to work, so we are away from our homes for most of the day. When I had my eldest daughter, I knew that my life would have to change if I was going to be the parent I wanted to be. I gave up my job with a large fashion company and began to work from home, designing and making clothes. It meant that I could still work, and I also had the opportunity to be at home with my children. I think we're all much happier as a result.

Speaker 3

Life in the city was so hectic that I was always stressed out. It took me over an hour to get to work on the train and the bus, and by the time I got to the office I felt worn out. Then there were all the traffic fumes and the noise. It really wasn't very healthy. Then last year, I went to visit some friends who live in a tiny village, miles away from anywhere. Their lifestyle was so much more relaxed and peaceful that I decided there and then to move out to the country. Now I live in a little cottage, surrounded by fields and trees. I work from home, so there are no more tiring journeys on public transport and I am a far more positive person.

Speaker 4

My view is that, if you really want to improve your life, you should try to improve the lives of others. I started doing charity work about five years ago and, since then, I have raised thousands of pounds and made life better for hundreds of people around the world. It is a truly wonderful feeling to know that you are using your life, your time and your energy for those in need. It also makes you realise how lucky you are to have a roof over your head, food and clean water to drink. There are so many people in the world who are less fortunate than I am, so I think it is only right to try and give something back.

Tapescript for Exercise 33 (p. 78)

Ss can refer to p.202 of the S's book for the same tapescript.

- 1 A: How are you feeling?
B: Oh, not too bad. A little bit shaken.
A: I'm not surprised! It must have been terrifying.
B: Well, yes. My whole life flashed before me. I've never been so scared in all my life as when I saw that bicycle in front of me.
A: Well, you'd better get used to being scared.
B: What do you mean?
A: You've still got to tell Mum what you did to her car, remember!
- 2 A: Are you alright?
B: No. I feel awful. It must have been the seafood. I don't think it was 100% fresh.
A: Well, I had the prawns and lots of them, and I'm OK. Are you sure you're not allergic?
B: No way. I'm sure you just have a stronger stomach than me. Oh, my stomach! That's it! I'm never eating at that seafood restaurant again.
- 3 A: Hi! I'm back!
B: Oh, it's so early. I don't know how you can do that every morning.
A: Well, it's a great start to the day. I feel fighting fit and ready to face anything!
B: Good. You can get the kids ready for school, then.
A: No problem. You know, you'd have much more energy if you took regular exercise. I dare you to join me tomorrow. A good run will really set you up for the day.
B: Hmm...we'll see.

- 4 A: Well, it looks as though someone has been overdoing it.
B: Oh dear. Is it bad news?
A: Not really. Just a pulled muscle. Have you been doing any strenuous exercise?
B: Well, I do quite a bit of weightlifting.
A: Ah, well. There's your answer. I would try to ease up a bit if I were you.
- 5 A: Ow! Be careful! That's my bad hand!
B: What do you mean, your bad hand? What's wrong with it?
A: I've got a blister on it and it really hurts. Look.
B: Ooh, that is nasty. How did you do that?
A: I caught it on the oven door when I was making dinner.
B: Well, that was silly. Why didn't you use the oven gloves?

Tapescript for Exercise 35a (p. 78)

Ss can refer to pp.202-203 of the S's book for the same tapescript.

- A: Do sit down. Now, what seems to be the trouble?
B: Well, I'm just feeling very stressed. It's becoming a bit of a problem really.
A: How do you mean?
B: Well, it's affecting my whole life, and I don't seem to have a social life anymore. I just worry all the time and I can't seem to relax.
A: I see. What do you think is causing this stress?
B: Well, I suppose it's my job, mainly. I've had to do a lot of overtime recently. My boss keeps giving me impossible deadlines to meet and I'm scared that he'll give me the sack if I don't get everything done on time.
A: Hmm. That's not good. Have you considered changing your job?
B: Oh, yes! I think about it all the time! The trouble is, there's just nothing available right now, and I really do need the job.
A: Well, in that case, perhaps you should talk to your boss and ask to cut down on the hours you work.
B: Oh, I don't think he would like that at all. Isn't there anything else you can suggest?
A: Well, if you really want to beat stress, the best thing you can do is make more time for yourself. You need to make sure you use that time to do something just for you, to help you relax, and put your problems aside.
B: I see. Well, it's true I don't have much free time at the moment. When I'm not at work I have to take care of my two children.
A: Why don't you consider child minding or day care for your children. That might be the answer to your problem.
B: I suppose I could do something like that. But the thing is, I really need a cure now. Aren't there any pills you can give me?
A: Of course, there are pills to help people deal with stress, but taking medicine is not the best solution. My advice to you would be to try to take things easier for a while. Cut down on the overtime, put your children in day care. Oh, and try to find time to relax.
B: I'll try that and see how I go. Well, thank you for your advice.
A: No problem. I hope things start to get easier for you.

B

Rotorua

Rotorua in New Zealand is famous as one of the world's most active volcanic areas. It is filled with bubbling **geysers**, mud pools and natural **hot springs**. The springs are famous for their relaxing and **pain-relieving** qualities. The waters can help people with arthritis, rheumatism and neuralgia, as well as improve their general health.

Throughout history, people have visited the area and bathed in the mineral rich hot springs to **relieve** their aches and pains. The **healing properties** of the hot springs were discovered by the native Maori people a long time ago but were only made known to the rest of the world in 1878 when they were discovered by a travelling priest. He found that his arthritis was cured after bathing in the waters, and the spring became known as the Priest Spring.

The water from the Priest Spring is **acidic**. It flows from the volcanic rock deep below the surface of the earth, and its temperature varies from 33°C to 43°C. This is totally different from the other springs in the area where the water is **alkaline** and comes from nearer the surface.

There are many spas to visit in the **region** that have a number of pools with different temperatures. Other attractions include visiting a volcanic crater, hiking in a national park or visiting a **wildlife** reserve.



We usually write a for and against essay in a formal style. When we write the essay, we need to discuss both sides of the argument to give a balanced view.

Introduction

In the **introduction** we present the topic, but do not give our opinion.

Main Body

In the **second paragraph** we give the arguments for the topic together with justifications and examples.

In the **third paragraph** we give the arguments against the topic. We start each paragraph with appropriate topic sentences.

Conclusion

In the **last paragraph** we write a balanced personal opinion, or summarise the main arguments for and against.

We also need to use appropriate linkers to connect similar ideas and introduce opposing ideas.

Analysing a Model Text

- 47** a. Read the article and underline the correct linkers. Which:
- list/add points
 - introduce reasons/examples
 - show contrast
 - introduce a conclusion
- b. What is each paragraph about?

More exercise, less stress?

Do you know how dangerous stress can be? It affects us both physically and mentally, so reducing stress is something that we should all try to do. While many people feel that the best way to get rid of stress is some form of exercise, there are other ways which are just as effective.

The benefits of physical exercise are obvious.

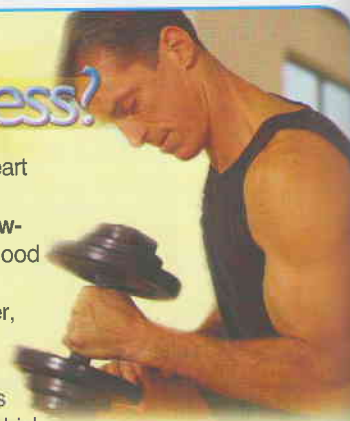
1) Moreover/First of all, keeping fit helps your body stay strong and healthy. **2) Therefore/ Because** you are less likely to get sick or suffer from stress-related health problems **3) such**

as/in addition to heart attacks and cancer.

4) Furthermore/However, exercise is a good way to get rid of frustration and anger, because after exercise the brain produces hormones called endorphins which make us feel good.

5) On the other hand/ Moreover, if you are out of shape, exercise can be quite painful. You may pull a muscle or injure yourself. **6) Due to the fact that/Furthermore**, exercising may even cause more stress **7) what is more/since** it will add to your already hectic schedule.

8) Last but not least/In conclusion, the best way to combat stress in our lives is to live a healthy life. As James Freeman Clark says, "Never hurry. Take plenty of exercise. Always be cheerful. Take all the sleep you need. You may expect to be well."



Analysing the Rubric

- 46** Read the rubric, underline the key words and answer the questions.

Your school newspaper has asked you to write an article discussing the pros and cons of exercising to reduce stress. Write your article in about 120-180 words.

- 1 What are you going to write?
- 2 Who is going to read your piece of writing?
- 3 Should you use informal language? Why (not)?
- 4 In pairs, think of two positive and two negative aspects of exercising to reduce stress. Compare your answers with the rest of the class.

- 48** a. Read the article again and list the points **for** and **against** the topic. Are they similar to yours? What justifications/examples does the writer give to support each point?
- b. What topic sentences has the writer used in the main body? Suggest other appropriate ones.
- c. What techniques has the writer used to start/end his article: **a quotation? addressing the reader directly? a rhetorical question?** Can you suggest another beginning/ending?

Topic Sentences

- 49** a. Choose the appropriate topic sentence 1-4 for the paragraph.

- 1 Society teaches women that good health matters more than body shape.
- 2 Women are getting the message that they are judged by their weight.
- 3 A woman's physical appearance is less important than it used to be.
- 4 Nowadays, a woman's intelligence and her personality are considered more important than her looks.

(2) **Women are getting the message that they are judged by their weight.** On TV, in films and magazines, only thin women are considered beautiful, popular and successful. As a result, many women feel that their lives will improve only if they lose weight. Our society not only encourages women to become thin but almost insists on it.

- 46 Go through the tip and read out the rubric. Help Ss to recognise and underline the key words, and then elicit answers to the questions.

Answer Key (See overprinted answers)

- 1 an article
- 2 other students and teachers at your school
- 3 No, because we usually write a for and against essay in a formal style.
- 4 **Positive:** • your body will become strong and healthy
• you can get rid of frustration and anger
Negative: • exercise can be quite painful • exercise may cause more stress

- 47 a. • Explain the task. Ss work in pairs and complete the task. Check Ss' answers.

Answer Key (See overprinted answers)

- List/add points: 1, 4, 6
- Show contrast: 5
- Introduce reasons/examples: 2,3,7
- Introduce a conclusion: 8
- As an extension, ask Ss to find other appropriate linkers for each type.

- b. Explain the task. Ss work in pairs and complete the task. Check Ss' answers.

Answer Key

Paragraph 1 presents the topic.

Paragraph 2 gives the arguments for the topic, together with justifications and examples.

Paragraph 3 gives the arguments against the topic, together with justifications and examples.

Paragraph 4 summarises the arguments for and against and gives a balanced opinion.

- 48 a. Explain the task. Ss work in pairs and complete the task. Check Ss' answers around the class.

Answer Key

	Points	Justifications
For	your body will stay fit and healthy	you are less likely to get sick or suffer from stress-related health problems
	exercise is a good way to get rid of frustration and anger	after exercise, the brain produces hormones called endorphins which make us feel good
Against	exercise can be painful	you may pull a muscle or injure yourself
	exercise may cause even more stress	it will add to your already busy schedule

- b. Explain the task. Ss work in pairs and complete the task. Check Ss' answers.

Answer Key

Paragraph 2: The benefits of physical exercise are obvious.

Paragraph 3: On the other hand, if you are out of shape, exercise can be quite painful.

Alternative Paragraph 2: Although exercise may take a lot of time and effort, it will be worth it in the long run.

Alternative Paragraph 3: However, exercising to reduce stress does have its disadvantages.

- c. Explain the task. Ss work in pairs and complete the task. Check Ss' answers around the class.

Answer Key

The writer has started the article with a rhetorical question.

The writer has ended the article with a quotation.

Alternative beginning: If you take time out of your busy schedule to exercise regularly, it will be of benefit to both your physical and mental well-being.

Alternative ending: After all, isn't it true that anything is good for you, as long as it's in moderation?

- 49 a. Explain the task. Read the topic sentences and paragraph aloud and explain any unknown words. Elicit the most appropriate topic sentence. Ask Ss to justify their answer.

Answer Key (See overprinted answer)

The paragraph contains the reference words: thin women, lose weight, become thin

- b. Ss do the task. Check Ss' answers.

Suggested Answer Key (See overprinted answer)

- 50 Read the topic sentences and prompts aloud and explain any unknown words. Ss do the exercise. Check Ss' answers.

Suggested Answer Key

- 1 First of all, although diet pills may help in the short term, you will put on weight again as soon as you stop taking them. Furthermore, taking diet pills means that there will not be enough vitamins and minerals in your diet for good health. In addition, taking diet pills may have side effects which will ultimately endanger your health.
 - 2 The main advantage of cosmetic surgery is that surgeons can repair people's faces if they are injured in an accident. Moreover, people can have scars or blemishes removed and restore their self image. In addition, people can change parts of their bodies which make them feel unhappy or depressed.
- 51 Ss work in pairs and underline the key words. Then, Ss answer the questions. Check Ss' answers.

Suggested Answer Key (See overprinted answers)

- 1 a for and against essay
 - 2 Paragraph 1: present the topic, 'the advantages and disadvantages of fast food'
Paragraph 2: give the arguments for fast food
Paragraph 3: give the arguments against fast food
Paragraph 4: summarise the main points for and against fast food
 - 3 **Pros:** • our bodies need a variety of different food • it is convenient
Cons: • it is not healthy • it contains large amounts of additives
 - 4 We can write our opinion in the conclusion.
 - 5 We can use a rhetorical question or a quotation or we can address the reader directly.
Beginning: What is happening to our eating habits?
Ending: As the song says, "A little bit of what you fancy does you good."
- 52 a. Read out the points and justifications. Explain any unknown words. Ss complete the task. Check Ss' answers.

Answer Key (See overprinted answers)

- b. Ss work in pairs and do the task. Check Ss' answers.

Answer Key

- 1 Our body needs a balanced diet; which means that we need some fats, sugars and salt in our diet.
 - 2 Fast food is not healthy because it doesn't provide you with enough vitamins and minerals.
 - 3 Fast food is convenient, since it is available whenever you want it.
 - 4 Fast food contains large amounts of additives, as it is full of saturated fats and other chemicals.
- 53 a. Present the plan. Explain the task. Elicit answers to the questions. Check Ss' answers.
e.g. T: How can you present the topic?
S1: By using a rhetorical question or talking about the popularity of fast food.

Suggested Answer Key

Main body

(Para 2) our bodies need a balanced diet – we need fats,

sugars and salt in our diet; convenient – it's available whenever you want it

(Para 3) not healthy – doesn't provide you with enough vitamins and minerals; large amounts of additives – full of saturated fats and other chemicals

Conclusion Fast food will not harm you provided it is eaten in moderation.

- b.- e. Go through the questions b-e. Ss work in pairs to complete the exercises. Check Ss' answers.

Suggested Answer Key

- b. • add/ list points: In the first place, To start/begin with, First of all, Firstly, Secondly, Finally, In addition, etc
- introduce pros/cons: The main/first/most important advantage/disadvantage is, An additional/One/ Another advantage/disadvantage is, etc
- introduce examples: for example/instance, such as , like, in particular, for this reason, therefore, because, etc
- to show contrast: On the other hand, However, still, but, Nonetheless, Nevertheless, Although, etc
- introduce a conclusion: In conclusion, To conclude/sum up, All in all, Finally, Lastly, etc
- c. I will write a balanced personal opinion in the conclusion.
- d. I will use formal style because we usually use this style in a for and against essay.
- e. Fast food has a great deal to offer us.
On the other hand, fast food does have its disadvantages.

- 54 Assign the article as written HW. In the next lesson, ask individual Ss to present their articles to the class.

Suggested Answer Key

What is happening to our eating habits? In today's fast-paced society, more and more people substitute fast food for home cooked meals. They simply don't have the time to prepare balanced meals for themselves or their families. However, is this trend really as unhealthy as the experts tell us?

Fast food has a great deal to offer us. Firstly, fast food is convenient, because it is available whenever you want to eat. After all, in today's society, people need to be able to eat twenty four hours a day. Furthermore, our body needs a balanced diet; which means that we need some fats, sugars and salt in our diet. We need to eat small amounts from all of the food groups in order to maintain good health.

On the other hand, fast food does have its disadvantages. To begin with, fast food is not healthy because it doesn't provide you with enough vitamins and minerals. In addition, fast food contains large amounts of additives, as it is full of saturated fats and other chemicals. Eating too many foods containing additives will damage our health in the long run.

All things considered, the best way to maintain good health is to eat whatever you want, but in moderation. As the song says, "A little bit of what you fancy does you good."

- 55 • Read the quotations one by one, help Ss to interpret them, elicit how they relate to the theme of the unit. (The quotations are about the importance of good health.)

Suggested Answer Key

- Good health is the most important thing in life, so it must be guarded carefully.
- Sleeping well is an important part of good health.
- Health is more important than wealth.

- b. Suggest a topic sentence for the paragraph.

Being overweight can seriously affect your physical health.
For instance, obesity can put a strain on the heart which can lead to heart disease. The extra weight also puts extra pressure on joints and bones, which makes it painful as well as difficult to move around.

Supporting Sentences & Linkers

- 50** Expand the prompts into full supporting sentences using appropriate linkers.

- There are many arguments against taking diet pills.
 - put on weight when you stop taking them
 - not enough vitamins and minerals
 - might have side effects/endanger health
- Cosmetic surgery has certainly got its advantages.
 - surgeons can repair people's faces if they are injured in an accident
 - people can have scars or blemishes removed
 - people can change parts of their bodies which make them unhappy/depressed

Discuss & Write

- 51** Read the rubric and underline the key words, then answer the questions.

Your school magazine has asked its readers to write an article discussing the advantages and disadvantages of fast food.

Write your article for the magazine in about 120-180 words.



- What type of composition are you going to write?
- What will the topic of each paragraph be?
- Think of two pros/cons which you can include.
- In which paragraph can you write your opinion?
- Which techniques can you use to start/end your essay? Suggest a full beginning/ending.

- 52** a. Match the points to their justifications. Which are positive, and which are negative?

- | | | |
|---|---|--|
| 1 | b | our bodies need a balanced diet (positive) |
| 2 | d | not healthy (negative) |
| 3 | c | convenient (positive) |
| 4 | a | large amounts of additives (negative) |

- a full of saturated fats and other chemicals
b we need some fats, sugars and salt in our diet
c it's available whenever you want it
d doesn't provide you with enough vitamins/minerals
- b. Join the ideas into full sentences.

- 53** a. Look at the plan below, and use your answers to Exs 51 and 52a to answer the questions.



plan

Introduction

- (Para 1) How can you present the topic?
What general remarks can you make?

Main Body

- (Para 2) Which are the pros?
What examples can you think of?
(Para 3) Which are the cons?
What examples can you think of?

Conclusion

- (Para 4) What is your opinion?

- What linking words can you use to list/add points; introduce pros/cons; introduce examples; show contrast; introduce a conclusion?
- Will you write your personal opinion?
- What style will you use? Why?
- What topic sentences will you use?

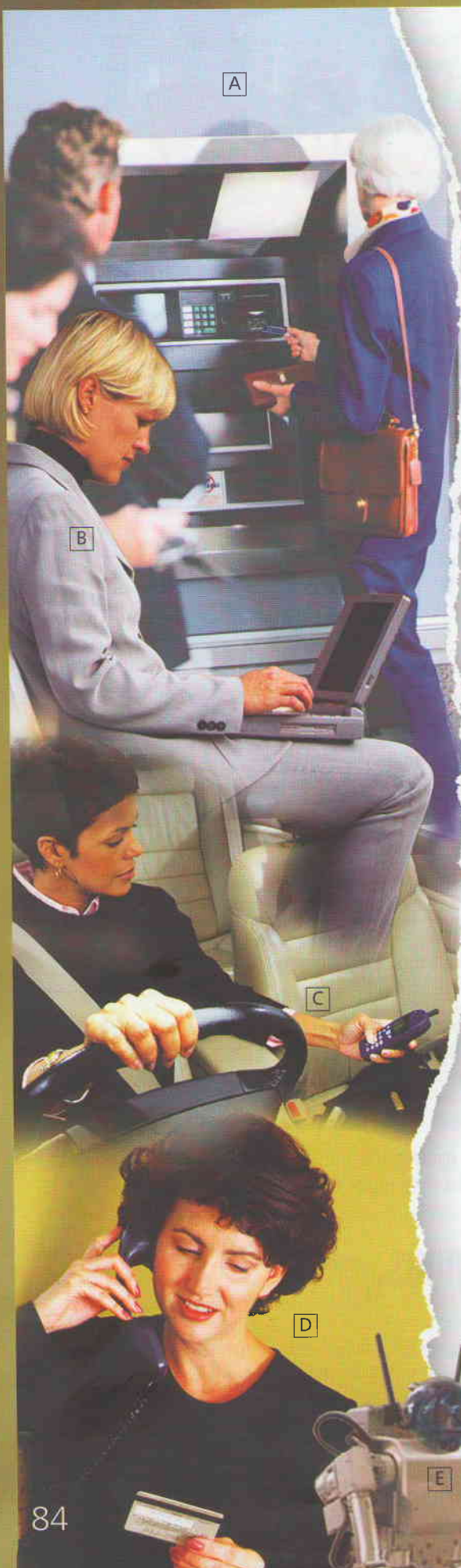
- 54** Use your answers to Ex. 53 to write your article for the magazine. You can use the article in Ex. 47 as a model.

- 55** Try to explain these quotations in your own words. How do they relate to the theme of the unit?

Famous words

- To get rich, never risk your health. For it is the truth that health is the wealth of wealth.
Richard Baker
- Health is the first muse, and sleep is the condition to produce it. Ralph Waldo Emerson
(US philosopher)
- The first wealth is health. Ralph Waldo Emerson

Better Safe than Sorry



Lead-in

1 Which of the following can you see in the pictures?

- mobile phone • credit card • ID card • ATM • CCTV
- laptop computer • satellite dish • robot • radar screen

Which item do you think is the most/least useful?

How often do you/your parents use these items?

What other pieces of equipment do you use daily?

2 Match the columns to make sentences.

CCTV (closed circuit TV) cameras	are used	to store and organise information.
ID cards		to store large amounts of information on circuits.
Radars		to monitor roads and public areas.
Security systems		to identify you.
Satellites		to locate ships and planes when we can't see them.
ATMs		to collect and send information to and from space.
Microchips		to protect a building from burglars.
Computers		to allow you to take money out of the bank.

CCTV cameras are used to monitor roads and public areas.

Reading

- 3 a. Read the headings A-H and the title of the article. What do you expect to read in the text? Read the article and check your guesses.
- b. Read the text again and match the headings A-H to each part 1-6 of the article. There is one heading which you do not need to use. There is an example at the beginning.

- A A single card
- B A difficult decision
- C The positive side
- D Nothing is hidden any more
- E Keeping watch is expensive
- F Captured on film
- G New forms of identification
- H Nowhere to hide

No More Secrets



Objectives

Reading: matching headings to paragraphs; reading for specific information

Vocabulary: technology at home; crime; objects' description

Grammar: order of adjectives; the passive; defining-non-defining relative clauses

Use of English: word formation; prepositions; phrasal verbs (hold, keep); open cloze; key-word transformations; idioms and fixed phrases

Listening: listening for specific information; listening for gist; note taking; deducing meaning; multiple matching; matching speakers to means of relaxation; identifying speakers

Speaking: describing objects; expressing opinions; discussing technology and its effects on people's lives; giving instructions; reporting thefts

Intonation: stress in lists of adjectives

Writing: a news report; an opinion essay; a description

Suggested Answer Key

I think the article will be about technology and personal privacy. I would expect to read about CCTV, ID cards and satellites watching people from space.

- b. Explain the task. Read out the tip. Point out that Ss need to follow this advice in order to complete the task successfully. Explain the example. Ss complete the task. Check Ss' answers.

- 1 • Read out the title of the unit. Elicit that it is a proverb. Elicit the meaning of the proverb. (*You need to take precautions in order to prevent sth bad from happening.*) Then Ss speculate on what the unit may be about (*crime, technology, innovations, inventors, etc.*).
- Read out the list of prompts. Ask Ss to look at the pictures and say which of them they can see. Go through the questions and elicit answers around the class.

Answer Key

Mobile phone (C), credit card (D), ATM (A), laptop computer (B), satellite dish (F), robot (E)

Suggested Answer Key

I think a laptop computer is the most useful because it allows you the freedom to do things wherever you are.

I think a robot is the least useful because it is slow and clumsy.

My father uses his mobile phone and his laptop computer every day. I use my mobile phone all the time. My parents use credit cards quite often and they use ATMs quite a lot, too.

I use a microwave oven every day. I also use an answering machine. etc

- 2 Explain the task. Elicit any unknown words. Ss work in pairs and complete the task. Check Ss' answers.

Answer Key

ID cards are used to identify you.

Radars are used to locate ships and planes when we can't see them.

Security systems are used to protect a building from burglars.

Satellites are used to collect and send information to and from space.

ATMs are used to allow you to take money out of the bank.

Microchips are used to store large amounts of information on circuits.

Computers are used to store and organise information.

- 3 a. Read the title of the article and the headings aloud. Elicit what information Ss would expect to find in the text then play the cassette. Ss follow the text and see if their guesses were correct.

Answer Key (See overprinted answers)

- c. Explain the task. Ss work in pairs and complete the task. Check Ss' answers around the class.

Suggested Answer Key

Loss of privacy; Cameras everywhere; High tech ID; Easy to find you; Smart Cards; Advantages; Is it worth it?

- d. • Help Ss to explain the words in bold by giving examples or synonyms. Ss can also look the words up in their dictionaries. Then Ss answer the questions.

Answer Key

- 1 *They are used to discourage street crime and shoplifting.*
 - 2 *They will save a lot of time because we will not have to constantly identify ourselves in different ways for different purposes.*
 - 3 *We will lose much of our privacy.*
 - Remind Ss to practise *Reading aloud* using the S's CD/cassette. Ss listen to the text and follow the lines. Ss listen again with pauses, then read out from the text.
- 4 Explain the task. Ss work in pairs and complete the task. Check Ss' answers by asking various Ss to read out their answers.

Suggested Answer Key

CCTV – discourage crime, watch for people speeding, keep track of people

Finger scanning/face /voice and eye / footstep recognition – used to identify people

GPS – find out exactly where you are, keep track of vehicles
'smarter' ID cards – stores all your personal information in one place

(Ss' own answers)

- c. In pairs, think of other appropriate headings.
- d. Explain the words in bold, then answer these questions, according to what the text says.
- How can surveillance increase public safety?
 - In what ways can ID technologies offer greater convenience?
 - What is the disadvantage of increased surveillance?

Follow-up

- 4 Read the article again and list all the surveillance technologies mentioned, making notes on what each does. Then talk about the two technologies that you think are the most useful in your society. Justify your answers.

0 D

Did you know that somebody somewhere knows everything about you – what you buy at the supermarket, who you call on the phone, which videos you rent and even what you like on your pizza? Most of us are **aware of** the fact that every time we use a credit card, phone card, cash card or supermarket card, our personal information is being recorded somewhere. This is the **price we pay** for the **convenience** of using cards instead of cash. We have even accepted the fact that nothing we do on our computer is ever completely private.

1 F

You might think that you have never been on TV, but you are wrong. CCTV (closed circuit TV) cameras are everywhere! They are in shopping centres, at ATMs, outside buildings and even on our roads and motorways. They are **operated** by the police and private **security** companies, and they are there to discourage crimes such as **muggings**, shoplifting, and carjackings. They also watch the roads for people speeding, and more. In some buildings there are even cameras in smoke detectors, clocks and exit signs. They **keep track of** where you are and what you are doing all day, every day.

2 G

In the very near future you will no longer have to worry about forgetting your computer password, your cash card number or even your keys, because your body will be your ID. **Finger scanning**, which is similar to **fingerprinting**, is already being used by large companies to **identify** employees. **Face recognition** is another growing area of ID technology, as are voice and eye recognition. Something quite new on the market is **footstep identification**. Using special floor tiles, computers are able to identify people from the way they walk. This technology will let your employer or your teacher know exactly where you are and what you are doing while you are at work or at school.

3 H

Locating you when you are not at work or at school is also becoming easier. GPS (Global Positioning Systems) technology already exists, and in less than a minute it can

Tip

Read the list of headings quickly.

Read the text once and try to understand the main point of each paragraph. Look at the headings again and underline the key words. Read the text again, paragraph by paragraph, and try to find words/phrases that match the headings.

The information might be phrased in different words. Each time you choose a heading, cross it out.

find out, **via satellite**, exactly where you are. Some car rental companies are already using this technology to keep track of their vehicles. Mobile phone companies are even planning to use this technology in all their phones. This means that when someone makes a call on their mobile phone, or even if they simply have their phone turned on, they can easily be **located**.

4 A

Identity cards are also getting 'smarter'. Many countries already have a system which requires their citizens to carry **identification cards**. These cards usually include personal information such as name, address and birth date as well as a personal identification number. However, in the near future, these cards will also contain a microchip, which will be able to store a lot more information. Using this technology, one card will be able to replace your driving licence, student card, medical card, library card, credit card, **birth certificate** and most of the other pieces of ID that we have to carry around with us.

5 C

The benefits of all these new ID systems are obvious. Imagine walking into your office at work. The floor will know you have arrived and your computer will recognise your voice and **automatically** log you on. You will be able to walk up to your ATM, smile sweetly and say hello, and it will give you your money. Your family will know exactly where you are, and you will always know where your car is. Criminals are going to find it a lot more difficult to commit crimes, and the police will find it a lot easier to catch them.

6 B

The question that we have to ask ourselves now is how the rights of the individual will be **preserved**. We must ask ourselves whether increased public safety and convenience will come at the cost of our **privacy**, and whether or not this is a price we are **willing** to pay. Is convenience worth the loss of privacy as all our personal data from bank records to health information and employment history is on file and more readily available every day? Are we really ready to live in a world where our every move is being watched?

Vocabulary Practice

Technology at Home

- 5 a. Are you a technophile or a technophobe? Choose A, B or C to complete each sentence in the way that best describes you.

	A	B	C	
I	never	always	use a mobile phone	only in an emergency C
I	seldom	often	use an answering machine	only if I have no choice A
I	don't	love to	play computer games	when I'm in the mood A
I	can't	usually	send e-mails	whenever I need to C
I	won't	frequently	use the Internet	now and again B

I use a mobile phone only in an emergency.

Mostly A's: You are definitely technophobic. There is nothing to be scared of. Try it – you might like it!

Mostly B's: You are without doubt a technophile. Be careful you don't forget how to use pen and paper!

Mostly C's: You seem to have the technical world under control. Well done! It's important to be able to use technology to help you, but not let it run your life.

- b. Now, use the words and phrases to talk about how often you:

- watch DVDs • listen to MP3s • buy something online
- watch satellite TV • cook with a microwave oven
- withdraw money from an ATM

I never watch DVDs, because we haven't got a DVD player.

- 6 a. Which of these have you got at home?



1 fax machine 2 iron 3 camcorder 4 kettle 5 microwave oven 6 blender

- b. Match the appliances above to their uses listed below, then make up sentences, as in the example.

- video events • cook food • liquidise food
- boil water • iron clothes • send faxes

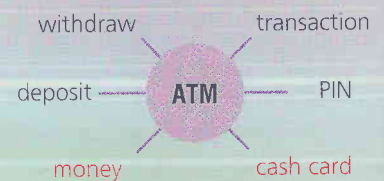
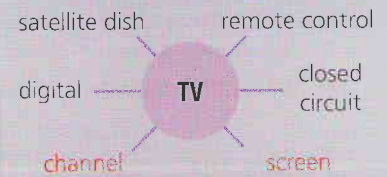
A fax machine is used for sending faxes.

- 7 a. Fill in: **turn on, plug in, log off, create, send, install.**

- The battery in my laptop is running out. I need to **plug in** and recharge it. (**≠ unplug**)
- I'm going to **send** an e-mail to my mother, because it's cheaper than calling her on the phone. (**≠ receive**)
- Can you help me **install** this new computer game on my PC? (**≠ uninstall**)
- I'm going to **create** a "birthday" file to store my friends' birthdays. (**≠ delete**)
- Your printer isn't broken – you just forgot to **turn it on**. (**≠ turn off**)
- Don't forget to **log off** when you have finished using the Internet, or your phone bill will be huge. (**≠ log on**)

- b. Find the opposites of the verbs above.

- 8 Add words to each of the spidergrams, then make up sentences using the words.



Writing Project

Collect information about various inventors (e.g. date of birth/death, nationality, etc) and their inventions (e.g. year, reason/use, etc). Find or draw pictures and prepare a poster of famous inventors and their inventions.

Game



Divide into two teams. One team says a word related to technology. The other team makes up a sentence using the word. Each correct sentence gets a point. The team with the most points is the winner.

Team A S1: ATM

Team B S1: An ATM is used to allow us to get money out of the bank.

- 5 a. Explain the task and elicit/explain the meanings of technophile/technophobe. Ss complete the task. Check Ss' answers by asking some Ss to read their sentences aloud. At the end of the quiz do a quick survey of the class to see how many Ss scored mostly As, Bs, or Cs.

Suggested Answer Key (See overprinted answers)

- b. Explain the task. Elicit sentences from Ss around the class.

Suggested Answer Key

I never listen to MP3s, but I often buy things online. I often watch satellite TV but I rarely cook with a microwave oven. I always withdraw money from an ATM because it's so convenient.

- 6 a. • Ask Ss to look at the pictures 1-6. Ask a S to read out the words and elicit answers from Ss around the class.

(Ss' own answers)

- As an extension, ask Ss to list the other equipment/appliances they have at home.
- b. • Explain the task. Ss complete the task. Check Ss' answers.

Answer Key

- 2 An iron is used for ironing clothes.
- 3 A camcorder is used for videoing events.
- 4 A kettle is used for boiling water.
- 5 A microwave oven is used for cooking food.
- 6 A blender is used for liquidising food.

- As an extension, ask Ss to make up similar sentences for the other equipment/appliances they have in their homes.

- 7 a. Explain the task. Ss do the exercise. Check Ss' answers.

Answer Key (See overprinted answers)

- b. Elicit answers around the class. If necessary, Ss may use their thesauruses.

Answer Key (See overprinted answers)

- 8 Explain the task and elicit/explain the meaning of any unknown words. Ss complete the spidergrams. Check Ss' answers, then allow Ss some time to make up sentences for each word. Check Ss' answers by asking individual Ss to read out their sentences.

Answer Key (See overprinted answers)

Some countries have over 30 different TV channels.

We may all be watching digital TV soon.

Computer software is quickly outdated.

Sitting in front of a computer screen all day can damage your eyes.

You can take money out of the bank easily with an ATM.

There are lots of transactions you can do at an ATM without having to go into the bank.

Sometimes I can't get a signal on my mobile phone.

I can store all my friend's numbers in the memory of my mobile phone.

Writing

Explain the task. Elicit the vocabulary Ss need to use in the writing task. Do the task orally in class, and then assign it as written HW. Pin up posters in the classroom.

Game

Play the game as instructed in the Student's Book. Alternatively, say words related to technology. Ss in teams make up sentences using the words.

Suggested list of words: ATM, e-mail, ID (identification) card, operate, finger scanning, radar, microchip, security, system, locate, etc

Suggested Answer Key

Team B S2: e-mail

Team A S2: E-mail is used to send messages from one computer to another. etc

- 9 a. Read the list of criminals and the definitions aloud. Elicit/Explain the meaning of any unknown words. Ss work in pairs and complete the task. Help Ss where necessary. Check Ss' answers and then Ss use the definitions to write sentences.

Answer Key (See overprinted answers)

A smuggler takes things into or out of a country illegally.

A shoplifter steals things from a shop while pretending to be a customer.

An arsonist sets fire to buildings/forests etc on purpose.

A kidnapper takes someone by force and doesn't release them until a ransom is paid.

A hijacker illegally takes control of a plane or other vehicle using force.

A thief steals another person's property.

A forger copies works of art/documents/signatures etc to deceive people.

- b. Explain the task. Ss complete the task. Help Ss where necessary. Check Ss' answers. Alternatively, complete the task in a table on the board by eliciting answers from around the class. Then Ss copy the table into their notebooks.

Answer Key

smuggler – smuggling – to smuggle

shoplifter – shoplifting – to shoplift

arsonist – arson – to commit arson

kidnapper – kidnapping – to kidnap

hijacker – hijacking – to hijack

thief – theft – to steal

forger – forgery – to forge

- 10 a. Explain the task. Read out the title of the text and ask Ss what they think the text might be about. (*Sb was arrested for a crime but says that he is innocent.*) Allow Ss some time to read the text and work in pairs to complete the task. Ss can look up the words in their dictionaries. Check Ss' answers then elicit definitions for each of the words.

Answer Key (See overprinted answers)

- b. Read through the columns and then Ss complete the task. Check Ss' answers.

Answer Key (See overprinted answers)

Writing

Explain the task. Elicit the vocabulary Ss need to use in their writing task by asking questions.

e.g. T: Where did it happen?

S1: At Tesco Supermarket.

T: When did it happen?

S2: Last Friday afternoon.

T: What do you think happened?

S3: The old man was doing his shopping. He realised he had no money, so he tried to steal some tins of food instead.

T: When do you think he was arrested?

S4: When he was leaving the store.

T: What do you think he said when he was arrested?

S5: He could have said: "I only did it because I was hungry and didn't have any money." etc

Do the task orally in class. Then assign it as written HW.

Suggested Answer Key

Last Friday afternoon a 75-year-old man was caught shoplifting at Tesco Supermarket. The old man was doing his weekly shopping when he realised he had no money on him. So, he decided to steal some tins of food instead. He was arrested when he was leaving the store. When asked why he committed the crime, he replied, "I was hungry and I didn't have any money." Local volunteer agencies have offered help.

- 11 Go through the table and explain the order in which adjectives should be put in a sentence. Read the adjectives in the table. Elicit other adjectives from Ss. Read through items a-e. Elicit the correct order of adjectives.

Answer Key

a an oval, blue, enamel, jewellery box

b a prehistoric, brown, clay, cooking pot

c a small, new, striped canvas bag

d a pair of ugly, triangular, orange, plastic earrings

e a beautiful, enormous, antique, Chinese vase

- 12 a. Explain the task. Play the cassette. Ss listen and complete the exercise. Check Ss' answers.

Answer Key

Items to be ticked: A,B,C,D

- b. Explain that Ss should use the table in Ex. 11 to help them with the order of adjectives. Do the first item with Ss, then Ss complete the task. Check Ss' answers.

Suggested Answer Key

A *It's a medium-sized, rectangular, blue trolley bag with a retractable handle.*

B *It's a cheap, old, rectangular, black, plastic, instamatic camera.*

C *It's a small, rectangular, white, plastic calculator.*

D *It's an expensive, brown, leather wallet.*

E *It's a cheap, plastic, alarm clock with a white, round face.*

F *It's a dark blue leather purse with a silver buckle.*

- c. Explain the task. Ss work in pairs and complete the task. Monitor Ss' performance and help where necessary.

Suggested Answer Key

A: *Can I take your name and address, please?*

B: *Certainly. It's Mark Greene, 69, Edwards Street, Chigley.*

A: *Right. Now, when and where did the theft take place and what exactly happened?*

B: *It was on platform 2 at Redford Railway Station about half an hour ago. I was on the platform waiting for my train. My bag was on the floor next to me. I turned away for a second to check the departures board and when I turned back it was gone.*

A: *I see. Can you describe the bag for me, please and tell me what there was inside in as much detail as possible?*

B: *Right. It is a brand-new, square, black, leather travel bag with a zip on the front. Inside there was a black leather purse with about fifty pounds in it and some credit cards. There was also an expensive, small, silver camera in a case as well as a book and some magazines.*

Tapescript for Exercise 12a (p. 87) → See p. 88(T)

Ss can refer to p.203 of the S's book for the same tapescript.

Crime

- 9 a. Match the criminals 1-8 to the definitions a-h, then make sentences, as in the example.

1 c	burglar	5 b	kidnapper
2 e	smuggler	6 g	hijacker
3 f	shoplifter	7 h	thief
4 a	arsonist	8 d	forgery

- | | |
|--|---|
| a sets fire to buildings/forests/etc on purpose | e takes things into or out of a country illegally |
| b takes someone by force and doesn't release them until a ransom is paid | f steals things from a shop while pretending to be a customer |
| c breaks into a building in order to steal things | g illegally takes control of a plane or other vehicle using force |
| d copies works of art/documents/signatures/etc to deceive people | h steals another person's property |

A burglar breaks into a building in order to steal things.

- b. Give the name of the crime and the verb related to each of the criminals above.

burglar – burglary – to burgle

- 10 a. Underline the correct word or phrase, then use your dictionary to help you explain the meaning.

Car thief claims innocence

24-year-old Sam Thorn of Leeds was 1) charged with/sentenced to 5 years in prison yesterday for car theft.

After Thorn was stopped for 2) speeding/skidding last July, the police discovered that the car which he was driving was stolen.

Although Thorn pleaded not guilty at his 3) court/trial, there were three 4) statements/witnesses who saw him smash the window of the car and drive it away.

Thorn told the 5) judge/trial that it was his car but he had lost his keys. Unfortunately, he could not produce 6) defence/proof that the car was his and it was discovered that the real owner had reported it 7) stolen/robbed the same day.

"I'm innocent" is all Thorn would say to the reporters outside the 8) courtroom/courtyard.

- b. Match the columns to make correct sentences.

He was charged	for murder.
He was robbed	out of his money.
He was accused	of assault.
He was sentenced	with burglary.
He was cheated	to two years' imprisonment.
He was tried	of a family heirloom.

Writing

Read the headline below, then write a news report.

75-year-old caught shoplifting in supermarket

- Write:
- where/when it happened
 - what happened in detail
 - what the criminal said

You can use words from Ex. 10.

- 11 Study the table, then rewrite the descriptions below, putting the adjectives in the correct order.

When two or more adjectives are used together to describe the same noun, they usually follow this order:

Opinion	expensive	elegant	pretty
Size	miniature	large	small
Age	brand-new	antique	old
Shape	rectangular	round	square
Colour	silver	brown	grey
Origin	Japanese	American	Irish
Material	plastic	wooden	stone
Use	mobile	dining	holiday
NOUN	phone	table	cottage

- a a(n) oval/jewellery/blue/enamel box
 b a prehistoric/clay/cooking/brown pot
 c a striped/new/small/canvas bag
 d a pair of triangular/ugly/plastic/orange earrings
 e a(n) antique/enormous/Chinese/beautiful vase

- 12 a. You will hear someone describing his stolen bag and what it contained. Listen and tick (✓) which of the objects below he describes.



- b. Describe each of the objects shown above.
- c. Take roles and act out a dialogue between a police officer (A) and a person (B) who is reporting the theft of their travel bag.

A	B
ask B's name/address	give name/address
ask when/where/how the theft occurred	say when/where/how the theft occurred
ask B for description of bag and contents	describe stolen bag and contents in detail

The Passive

Grammar Reference

13 Read the sentences a-h and underline the passive forms, then answer questions 1-6.

- Customers are requested to refrain from smoking inside the store.
- The motorist was fined £80 for illegal parking.
- Breakfast is now being served in the Garden Room.
- "Guernica" was painted by Picasso.
- The theft was committed with high-tech equipment.
- Rentals should be returned to the main garage.
- The telephone was invented by Alexander Graham Bell.
- This is clearly a case of arson, because the fire was started with rags soaked in petrol.

- Where might you see/read the sentences above? Are they formal or informal in style?
- How do we form the passive?
- Which sentence(s) contain(s) the agent? Why? How is the agent introduced?
- Why is there no agent in the other sentences?
- How do we form the passive of modal verbs?
- When do we use *with* to introduce the agent?

14 Use the prompts to make complete passive sentences, as in the example.

- A: my office / break into / last night
My office *was broken into* last night.
B: Oh no! Did they take anything?
- A: you / invite / to Bill's birthday party?
B: No, I wasn't.
- A: Can I have my bill, please?
B: Of course, sir. Your bill / prepare / now.
- A: the new CCTV camera / install / yet?
B: No, not yet.
- A: Is their website information up to date?
B: Maybe ... but I visited the website last week, and / it / not / update / for months.
- A: Why is everyone lined up?
B: Our ID cards / check / the security guards.

15 Study the examples. How do the two passive sentences differ?

Active • People say that he escaped to Brazil.

Passive • He is said to have escaped to Brazil.

• It is said that he escaped to Brazil.

16 Use the patterns in Ex. 15 to make sentences, as in the example.

- People believe he has stolen £1m.
It is believed that he has stolen £1m.
He is believed to have stolen £1m.
- They say he is working on a new software package.
- We expect the company will set up a computer network this year.
- The police think he was involved in the theft.
- Everyone thinks she is the creator of the robot-pet.

17 Expand the newspaper headlines into full sentences using the passive, as in the example.

Schools Try Out Laptops
in the Classroom

Hackers
Stole Credit Card Numbers

HOSPITALS
TEST ROBOT
SURGEONS

Police to Install
CCTV Cameras
in City Parks

Laptops are being tried out in the classroom by schools.

18 Complete the text by putting the verbs into the correct tense/form of the active or passive voice.

STUDENT HACKERS Arrested

Four high school computer hackers 0) *were arrested* (arrest) yesterday and face charges of theft and fraud. It 1) *is believed* (believe) the four boys, aged between 16 and 18, 2) *used* (use) a complex Internet scheme to steal computer equipment. The boys, whose names 3) *have not been released* (not/release) yet, 4) *are said* (say) to 5) *have broken* (break) into a local Internet server and 6) *(have) stolen* (steal) credit card numbers, which they used to go on a giant online shopping trip. Altogether, they 7) *ordered* (order) £20,000 worth of computer equipment before they 8) *were caught* (catch). The equipment 9) *was delivered* (deliver) to vacant homes in the area, where it could 10) *be picked up* (pick up) after school. When the boys 11) *were asked* (ask) why they carried out such an elaborate scheme, they said they 12) *were surprised* (surprise) at how easy it was.

Tapescript for Exercise 12a (p. 87)

Ss can refer to p.203 of the S's book for the same tapescript.

- A: Can I help you, sir?
 B: Yes. I'd like to report a missing bag. I'm sure it's been stolen. I turned my back on it just for a moment to buy some magazines for the flight... and it was gone.
 A: I see, sir. First, I'll need your name and address so we can contact you if it's found.
 B: Yes, of course. It's Henry Benson, and my address is 13 Court Road, Muchly.
 A: Right, sir. Can you describe the bag for me?
 B: Well, it's a blue trolley bag with a retractable handle. About medium sized.
 A: And when and where did you lose it?
 B: It was just minutes ago, at the magazine stand in the departure lounge.
 A: And the contents of the bag? Can you remember what was inside?
 B: Well, let me think. Mostly clothes for the trip, but... yes, there's a brown leather wallet with some credit cards and some extra ID in case my passport got lost.
 A: ... leather wallet, credit cards, ID. Anything else? Money, travellers cheques, camera or other luxury items?
 B: Oh yes. An old black instamatic, you know, one of those easy to use things. But I wouldn't say it was valuable.
 A: OK.
 B: And a pocket calculator. White, with a digital display window and grey push buttons. I find it comes in useful when I travel abroad, to work out how much I'm spending and if I'm getting a fair rate when I change money. Well... that's about it, I think. Except, of course for the clothes. There's a rather expensive new suit that I ...

- 13 Explain the task, then do item 1 with Ss. Ss work in pairs and complete the exercise. Check Ss' answers. Refer Ss to the Grammar Reference Section for more detail.

Answer Key (See overprinted answers)

- 1 On signs or notices and in newspaper articles. They are formal in style.
- 2 We form the passive with the verb 'to be' and the past participle.
- 3 a The agent is included when it is a specific or important person or when it is essential to the meaning of the sentence. The agent is introduced with 'by'.
- 4 The agent is assumed to be unimportant, unknown or easily understood from the information given.
- 5 We form the passive of modal verbs in the same way as with other verbs i.e. with the verb 'to be' and the past participle.
- 6 When the agent uses an instrument, material or ingredient.

- 14 Explain the task. Go through the example and then Ss complete the task. Check Ss' answers.

Answer Key

- 1 Were you invited to Bill's birthday party?
- 2 Your bill is being prepared now.
- 3 Has the new CCTV camera been installed yet?
- 4 ... and it has not been updated for months.
- 5 Our ID cards are being checked by the security guards.

- 15 Explain the task. Ss study the examples and answer the question.

Answer Key

The first passive sentence is personal and the second passive sentence is impersonal.

- 16 Explain the task and go through the example. Ss do the exercise. Check Ss' answers.

Answer Key

- 1 It is said that he is working on a new software package.
He is said to be working on a new software package.
- 2 It is expected that the company will set up a new computer network this year.
The company is expected to set up a new computer network this year.
- 3 It is thought that he was involved in the theft.
He is thought to have been involved in the theft.
- 4 It is thought that she is the creator of the robot-pet.
She is thought to be the creator of the robot-pet.

- 17 Read out the headlines and the example. Ss work in pairs and complete the task. Check Ss' answers.

Answer Key

Credit card numbers were stolen by hackers.

Robot surgeons are being tested in hospitals.

CCTV cameras are going to be installed in the city parks by the police.

- 18 • **Pre-Reading:** Ask Ss to read the title. Elicit the meaning of **hacker** (*sb who breaks into a computer system in order to get information*).
 • Explain the task. Read out the first few lines up to item 1. Do item 1 with Ss. Ss complete the exercise. Check Ss' answers by asking some Ss to read from the text.

Answer Key (See overprinted answers)

- 19 a. Explain the task and go through the table with Ss. Ss work in pairs and do the exercise and then answer the questions. Check Ss' answers. Refer Ss to the Grammar Reference Section for more detail.

Answer Key

Lucy likes people who she can talk to.
Lucy likes people who aren't arrogant.
Lucy likes things which/that are useful.
Lucy likes things which/that she can make something with.
That's Lucy, whose family you have met.
That's Lucy, whose bicycle was stolen yesterday.

We use **who/that** to refer to a person, **which/that** to refer to a thing and **whose** to show possession.

- b. Explain the rule and elicit answers around the class to complete the exercise.

Answer Key

Lucy likes people she can talk to.
Lucy likes things she can make something with.
We can leave out the relative pronoun in these sentences because they are used as the object in their clauses.

- 20 Ask Ss to look at the pictures. Elicit what each item is used for or what each person does. Read out the prompts and the example. Ss do the task. Check Ss' answers.

Answer Key

A gavel is something which/that an auctioneer or a judge uses to get people's attention.
A personal dictaphone is something which/that we use to record people's voices.
Fingerprints are something which/that we take when people are arrested.
Rope is something which/that we use to climb mountains and walls.
Handcuffs are something which/that we use to restrain criminals.
A lawyer is someone who/that represents people in court.
A judge is someone who/that makes decisions about the law in court.
A policeman is someone who/that upholds the law.

- 21 Explain the task. Ss complete the task. Check Ss' answers.

Answer Key (See overprinted answers)

- 1 *We can leave out the relative pronoun because it is used as the object of the clause.*
- 8 *We can leave out the relative pronoun because it is used as the object of the clause.*

- 22 Present the theory box and go through the examples. Explain the task and read out the example. Ss complete the task. Check Ss' answers.

Answer Key

- 2 *He has three cars, one of which is a Jaguar.*
- 3 *Louise invited fifty people to the party, most of whom said that they would come.*
- 4 *The police arrested six men, two of whom are suspected of organising the crime.*
- 5 *Two prisoners escaped, both of whom were later recaptured by the police.*

Relative Pronouns in Defining/Non-Defining Relative Clauses

Grammar Reference

- 19 a. Use appropriate relative pronouns to match the main clauses to the relative clauses. When do we use **who**, **which/that** or **whose**?

Main clause	Relative pronoun	Relative clause
Lucy likes people	who	are useful.
Lucy likes things	which / that	aren't arrogant.
That's Lucy,	whose	she can talk to.
		family you have met.
		she can make something with.
		bicycle was stolen yesterday.

- b. Study the rule below. Can we leave out the relative pronoun in any of the sentences above? Which sentences, and why?

We can leave out the relative pronouns **who**, **which** and **that** if they are used as the **object** of a **defining** relative clause.

- 20 Make sentences with **who/which** about the people/things in the pictures, as in the example.



1 A storage box is something which we use to store disks.

- 21 Fill in **who**, **whose** or **which**. In which sentences could you leave out the relative pronoun? Why?

- The man **who** she was talking to used to live here.
- He's got a new job, **which/that** is much better than his last one.
- That's the man **whose** wife works with Steve.
- The police arrested the burglar **who/that** broke into their house.
- Sarah, **whose** dog I'm looking after, is on holiday in Spain.
- We're looking for a restaurant **which/that** serves Italian food.
- Is that the girl **who/that** bought your car?
- The train **which/that** we were going to take has just left.
- My video recorder, **which/that** I bought last week, cost £200.
- I gave Joan, **whose** car had broken down, a lift to the office.

... of whom / ... of which

Whom (for people) and **which** (for things) can be used with *none of ...*, *all of ...*, *most of ...*, *any of ...*, *many of ...*, *some of ...*, *both of ...*, *each of ...*, *neither of ...*, *either of ...*, *one of ...* etc.

He bought three jackets, all of which were exactly the same colour.

He's got two brothers, both of whom live in England.

- 22 Join the sentences using **which** or **whom**, as in the example.

- Mary has three sisters. One of them is married.
Mary has three sisters, one of whom is married.
- He has three cars. One of them is a Jaguar.
- Louise invited fifty people to the party. Most of them said that they would come.
- The police arrested six men. Two of them are suspected of organising the crime.
- Two prisoners escaped. They were both later recaptured by the police.

23 Fill in *where*, *when* or *why*.

- Do you remember the day **when** we first met?
- His office is in the street **where** Mary lives.
- Do you know the reason **why** she didn't come?
- The house **where** he was born has been broken into.
- 1914 was the year **when** World War I broke out.

Competition Game

In teams, think of definitions for the nouns below using relative pronouns. Each correct sentence gets a point. The team with the most points is the winner.

- CCTV • judge • court • arsonist
- microchip • satellite • burglar
- prison • ID card • shoplifter
- hijacker • courtroom • gavel

Team A S1: CCTV is a system which is used to monitor roads and public areas.

Team B S1: A judge is a person who ... etc

Prepositions Appendix 1

24 a. Underline the correct preposition, then explain the phrases in bold.

- He was given the job, despite his **lack** in/of experience.
- Stop **laughing** at/to him.
- Be careful. This area is **notorious** for/of street crime.
- Please don't **lean** at/on the table – it isn't very strong.
- Jo is **married** to/with Jack.
- She's really **nervous** about/for the exam, because she hasn't studied for it.
- I often **mistake** Lyn from/for Anna – they look so alike!
- The new product was **named** for/after its inventor.

b. Fill in the correct preposition, then choose five of the completed phrases and make up sentences using them.

- | | |
|-------------------------------------|--|
| 1 be aware of sth | 6 to worry about sth |
| 2 to pay for sth | 7 to keep track of sth |
| 3 to do sth on your computer | 8 to make a call on your mobile phone |
| 4 to be on TV | 9 in the near future |
| 5 to have a problem with sth | 10 to be on file |

Phrasal Verbs Appendix 2

25 Replace the words or phrases in bold with the correct form of a phrasal verb using *hold* or *keep*.

- Can you **wait** for a minute? I'll see if Mr Walker is available. (= **hold on**)
- I haven't fixed the problem, but I'll **continue** trying to find a solution. (= **keep on**)
- The children were **made to stay behind** by the teacher after school. (= **kept in**)
- They built a fence so that people would **not intrude on** their land. (= **keep off**)
- The bad weather **delayed** departure of the flight for a couple of hours. (= **held back**)

Word Formation

26 Fill in the correct word derived from the word in bold.

It's All on Film!

The 0) *frequency* with which surveillance cameras are used is increasing 1) **steadily** all the time, and due to the 2) **introduction** of improved technology they are being used in a 3) **variety** of new and unusual ways.

CCTV cameras improve public 4) **safety**, it is said, because they help the police to identify 5) **criminals**, which makes the 6) **prevention** of crime much easier. Traffic cameras film those 7) **guilty** of speeding or 8) **dangerous** driving, so reducing the risk of accidents.

Despite the general 9) **popularity** of CCTV cameras, some people 10) **disapprove** of their use, because they feel that any surveillance is an invasion of privacy.

FREQUENT
STEADY
INTRODUCE
VARY

SAFE
CRIME
PREVENT
GUILTY
DANGER

POPULAR
APPROVE



- 23 Explain the task. Ss complete the sentences. Check Ss' answers.

Answer Key (See overprinted answers)

Game

Play the game as instructed in the Student's Book.

- 24 a. • Explain that this exercise works with Appendix 1 at the back of the book, and go through letters L & M.
• Ss work in pairs and do the exercise. Check Ss' answers. Ss should memorise these phrases.

Answer Key (See overprinted answers)

- 1 insufficient
- 2 make fun of sb
- 3 known by bad reputation
- 4 depend on sth for support
- 5 to be the wife/husband of sb
- 6 worried about sth
- 7 think sb is sb else
- 8 give sb the same name as sb else

Appendix 1 (p. 90)

Ss can refer to p.183 of the S's book for the same appendix.

L

- lack in (v) • lack of (n) • laugh at (v) • lean on/against (v) • lend sth to sb
• listen to (v) • look at (v)

M

- married to (adj) • mean to (adj) • mention to (v) • mistake sb for (v)
• mix with (v)

N

- name after (v) • necessary for (adj) • need for (n) • nervous about (adj)
• new to (adj) • nice to (adj) • (take) (no) notice of (n)

- b. • Explain that the phrases in this exercise are taken from the article on p. 85. Do item 1 with Ss, then Ss work in pairs and complete the exercise. Check Ss' answers, then Ss make up sentences.
• Alternatively, assign the exercise as written HW. Ss prepare their sentences for the next lesson. Check Ss' answers. Ss should memorise these phrases.

Answer Key (See overprinted answers)

- 25 • Explain that this exercise works with Appendix 2 at the back of the book.
• Ask Ss to think of any phrasal verbs formed with **hold** or **keep**. Write them on the board. Elicit their meanings by asking Ss to give examples.
• Do item 1 with Ss, then Ss work in pairs and complete the exercise. Check Ss' answers. Ss should then memorise these phrasal verbs.

Answer Key (See overprinted answers)

Appendix 2 (p. 90)

Ss can refer to p.186 of the S's book for the same appendix.

Keep

- keep after = (tr) continue to pursue
keep away (from) = (tr) stay away
keep back = (tr) conceal
keep down = (tr) cause to remain at a lower level
keep in = (tr) make sb stay indoors (as punishment)
keep off = (tr) stay away from; avoid
keep on = (int) continue despite difficulties
keep out = (tr) exclude sb/sth
keep up (with) = (tr) stay at the same level as sb/sth
keep up with = (tr) continue to be informed

- 26 • **Pre-Reading:** Ask Ss to look at the title of the article and the pictures. Brainstorm with Ss and list all the places that surveillance cameras could be used.
• Explain that the words in bold are the stem from which the missing words are derived.
• Read the text aloud up to the example. Elicit that frequency is a noun. Continue with item 1. Elicit what the missing word is by asking questions: *Is it a verb? (No, the sentence has got a verb – 'increasing'.); Is it an adjective? (No, there is no noun after it.); Is it an adverb? (Yes, it is.); How do we normally form adverbs? (By adding -ly to the adjective.); What is the missing word? (steadily)* Write the answer on the board. Repeat the process for the rest of the items in the exercise.
• When Ss have completed the exercise, choose individual Ss to read out the text.

Answer Key (See overprinted answers)

- **Post Reading:** Ask Ss to express their opinions on the usefulness of CCTV cameras.

Hold

- hold back = 1) (tr) control (tears, laughter); 2) (int) hesitate
hold in = (tr) restrain
hold off = (tr) keep at a distance
hold on = (int) wait (esp on the phone)

- hold out = 1) (int) last; 2) (int) persist
hold to = (tr) follow exactly; keep to (a promise, etc)
hold up = 1) (tr) delay; 2) (tr) use violence in order to rob

- 27 • **Pre-Reading:** Ask Ss to name as many electrical appliances used in the home, as possible (*oven, fridge, humidifier, blender, toaster, etc*).
- Explain the task. Read out the title. Elicit from Ss what the text might be about. Ask Ss to skim the text quickly to get the gist. Read the example. Ask Ss to explain why **by** is the correct answer (*to show the agent in the passive tense*).
 - Do item 1 with Ss. Point out that Ss must pay attention to the words before and after each gap and remind them that the missing words can be adverbs, articles, modal/auxiliary verbs, conjunctions, prepositions, pronouns or phrasal verbs.
 - Ss read the text again and complete the task. When Ss have completed the task tell them to read the text through to check it makes sense. Check Ss' answers.
 - **Post Reading:** Ss do some research in encyclopaedias, the school library etc and find information about other electrical appliances and how they were invented. Ss can use the information to prepare a monologue, which can be presented to the class. The other Ss can assess the monologue.

Answer Key (See overprinted answers)

- 1 to identify sb
- 2 indefinite article
- 3 relative pronoun showing possession to begin a clause
- 4 make a connection
- 5 one day
- 6 later on
- 7 reach for sth
- 8 only to find
- 9 = the thing that
- 10 relative pronoun
- 11 much + comparative form
- 12 go on to do sth
- 13 be + adjective
- 14 since then
- 15 giving us

- 28 • Explain the task. Read item 1. Point out that the second sentence should have the same meaning as the first one. Also point out that Ss should use the word in bold without changing it and complete the gap with two to five words.
- Do item 1 with Ss. Elicit the grammar structure tested. Then Ss work in pairs and complete the exercise. Check Ss' answers.

Answer Key (See overprinted answers)

- 29 Explain the task. Go through the example then Ss complete the exercise using their dictionaries if they wish. Check Ss' answers.

Answer Key (See overprinted answers)

- 30 Explain the task. Do item 1 with Ss, then Ss complete the exercise. Check Ss' answers.

Answer Key (See overprinted answers)

- 1 worsen the situation
- 2 rarely
- 3 travelling
- 4 remember

Open Cloze

27 Read the text and think of the word which best fits each gap. Use only ONE WORD in each gap.

THE MICROWAVE MISHAP



Did you know that microwaves were first used 0) *by* the British Army in World War II 1) *to* identify enemy warplanes? In fact, it was 2) *an* accident that made people aware that microwaves could also cook food.

In 1945, Percy LeBaron Spencer, 3) *whose* work involved the testing of radar waves, became the first person to 4) *make* this connection. 5) *One* day at work, Spencer was standing near a machine which was emitting radar waves. Later 6) *on*, when he felt like a snack, he reached 7) *for* the chocolate bar he had in his pocket – 8) *only* to find that it had melted! When he thought about it, he realised 9) *what* had happened. The radar waves coming from the machine 10) *that/which* he had been standing next to had melted his chocolate. Later, experiments showed that radar waves contain microwaves that could heat food 11) *much* faster than traditional ovens.

His company went 12) *on* to develop and market the first microwave ovens in 1954. They 13) *were* huge, bulky and expensive, but since 14) *then*, microwave ovens have become smaller, giving 15) *us* the compact models we see in our kitchens today.

Key Word Transformations

28 Complete the second sentence using the word in bold. You can use two to five words, including the word given.

- They don't expect you to finish all that work today.
expected You *are not expected to finish* all that work today.
(the passive)
- They are building a new cinema in Cannon Street.
built A new cinema *is being built in* Cannon Street. (the passive)
- That's the school which we attended when we were young.
go That's the school we *used to go to* when we were young.
(used to + infinitive)
- The weather was so hot that they went to the seaside.
such It was *such hot weather that* they went to the seaside.
(such + noun + that)
- Nobody apart from Bill thought that it would work.
only Bill *was the only person who* thought that it would work.
(relative pronoun)
- Experts have estimated that more than half the population of the UK now own a mobile phone.
been It *has been estimated that* more than half the population of the UK now own a mobile phone. (the passive - impersonal)
- Two men wearing ski masks carried out the robbery, which was the third such crime in less than a month.
was The robbery, *which was carried out by* two men wearing ski masks, was the third such crime in less than a month.
(relative pronoun and the passive)
- People say that the ancient Babylonians knew a lot about astronomy.
said The ancient Babylonians *are said to have known* a lot about astronomy. (the passive - personal)

Idioms & Fixed Phrases

29 Match the pairs of words joined with *and*, then use the phrases to complete the sentences.

• safe • alive • clean • hit • law • right
... and ...
• run • order • tidy • wrong • sound • well

- The missing climber was found two days later, *safe and sound*.
- Children have to be taught the difference between *right and wrong* at a young age.
- She was knocked over in a(n) *hit and run* accident.
- A policeman's job is to maintain *law and order*.
- I haven't seen him since he went to America twenty years ago, but I know he's *alive and well*.
- She spends a lot of time doing housework. Her flat is always *clean and tidy*.

30 Underline the correct word, then explain the fixed phrases.

- I think if you interfere you will only make/do matters worse.
- I only see my grandparents once in a blue sky/moon.
- Sales staff use mobile phones to call the office when they are on the round/road.
- Keep in mind/head that most software soon goes out of date.

Listening & Speaking skills

- 31** Listen to the people talking about computers and mark the sentences as **M** (for Martha), **B** (for Bob) or **S** (for Sally).

Who:

- 1 has been working longer hours to store information? **S**
- 2 says that computers save on office space? **M**
- 3 thinks computers save time? **B**
- 4 says people can keep up to date while on the road? **B**
- 5 wishes their children would spend less time using computers? **S**
- 6 thinks that some children don't get much chance to practise their computer skills? **B**
- 7 mentions that computers damage people's eyes? **M**

- 32** a. Look at the pictures and describe them.

Picture A shows a young woman in an Internet café. etc



- b. Answer the questions.

- When do you use a computer?
- What are the advantages and disadvantages of using computers?
- How have computers affected various areas of your life (e.g. work, home, health, etc)?

- 33** Listen to a police officer giving advice on how to protect our houses while we are away, and complete the form.

Always lock your **1 doors** and **windows**.

Put all your **2 (valuable) jewellery** in a safe.

Leave a **3 light** on in the living room or bedroom while you are away.

The best thing is to get a **4 burglar alarm** installed professionally.

Ask your **5 neighbours** to check your house for you when you go on holiday.

Neighbourhood **6 watch** schemes can help to prevent burglaries.

Get a **7 smoke alarm** to protect your home from fire.

- 34** You are going away for a two-week holiday and you are worried about your house being burgled while you are away. Visit your neighbour and

- explain your problem.
- ask your neighbour to check on your house while you're away.
- thank your neighbour and offer to return the favour.

- 35** Listen and match the speakers to the ways in which they relax. There is one way of relaxing which you do not need to use.

- | | |
|---------------|--------------------|
| A Internet | Speaker 1 E |
| B Gameboy | Speaker 2 F |
| C TV | Speaker 3 A |
| D Board games | Speaker 4 D |
| E Exercising | Speaker 5 B |
| F DVD | |

- 36** Look at the survey report below. Then, in pairs, discuss the following:

- How has technology influenced our leisure time?
- Have we become "couch potatoes"?
- Has technology brought people closer?

SURVEY RESULTS



We asked members of the public for their opinions on how modern technology affects our lives. This is what they said:

	Yes	No
Is modern technology turning us into "couch potatoes"?	45%	55%
Will books be replaced by the net?	32%	68%
Do you use the Internet every day?	56%	44%
Do you watch more than one hour of TV every day?	67%	33%
Do you spend less than an hour a day with your family?	71%	29%
Do you use the Internet to keep in touch with friends and relatives?	53%	47%

- 31 • **Pre-Listening:** Elicit from Ss reasons why computers are useful to people and in what ways.
- Ss read items 1 to 7. Ask Ss to underline the key words in the statements. Explain that Ss may not hear exactly the same words in the listening task, but that the meaning will be the same. Ss will need to deduce the answer. Play the cassette twice. Ss do the exercise. Check Ss' answers by playing the cassette again with pauses.

Answer Key (See overprinted answers)

- As an extension, ask Ss to explain the words/phrases that they used to deduce the answer.

- 32 a. Explain the task. Ask Ss to describe the pictures.

Suggested Answer Key

- In picture A there is a young girl sitting in front of a computer with a cup of coffee in her hands. She is probably in an Internet café. She is smiling and looks relaxed and happy.
- In picture B there is a young man sitting in front of a computer. He is holding his head as if he has a headache and he looks very stressed and upset.

- b. Go through the questions. Elicit the points Ss need to think of in order to complete the task. Ss do the task. Check Ss' answers.

Suggested Answer Key

- I use a computer in the evenings and at the weekends.
- Computers have many advantages. You can use them to store and organise information. They allow you to work quickly and more effectively. You can find out lots of information from the Internet. You can use them to send e-mails and instant messages to your family and friends. You can even play games on them. However, there are some disadvantages, too. For example, staring at a computer screen for long periods of time can damage your eyes. Also, they are expensive to buy and to maintain as you need to constantly update your software to keep up with new developments.
- Computers have changed the way I work because there is much less paperwork involved in my job now. I do everything on the computer. At home, I spend quite a bit of time sending e-mails on my computer and so my phone bill is less than it used to be.

- Pre-Listening:** Elicit from Ss ways to protect our houses while we are away and list them on the board. After Ss have done the listening task, they check which of their suggestions were heard on the tape.
- Explain the task. Read out sentences 1 to 7 and ask Ss to guess what kind of information is missing (1 noun; 2 noun; 3 noun; 4 noun; 5 noun person; 6 noun; 7 noun). Explain that this is a note taking exercise and that Ss need to listen carefully for the key points. Remind Ss that they should not write any more than three words in each gap. Play the cassette twice. Ss listen and fill in the form. Check Ss' answers by playing the cassette again with pauses.

Answer Key (See overprinted answers)

- 34 Explain the situation and the task. Conduct a conversation with a S, modelling the first point, and then Ss work in pairs and complete the exercise. Ss can then change roles and act out the dialogue again. Monitor Ss' performance, and then ask some pairs to present their dialogues to the class.

Suggested Answer Key

- A: Hi, Bill. I wonder if you could help me. I'm going away for two weeks and I'm worried that my house will be burgled while I'm away.
B: How can I help?
A: Could you check on the house while I'm away? You could check the windows and the doors and collect the mail.
B: Of course. No problem at all. You just have a good time on your holiday.
A: Thanks, Bill. You're a lifesaver. Now, be sure to let me know when you're going away, so I can return the favour.

- 35 • **Pre-Listening:** Elicit from Ss their favourite way to relax. Ss justify their answers.
- Read out the items A-F and then play the cassette. Ss do the exercise. Check Ss' answers by playing the cassette again and pausing after each speaker.

Answer Key (See overprinted answers)

- 36 Ask Ss to look at the survey results and the pictures. Read out the first question and then start a class discussion by asking individual Ss to give their opinions about how technology affects our lives. Alternatively, Ss can work in pairs and discuss the points. Then, individual pairs can present their opinions to the class.

Suggested Answer Key

- A: To me, our leisure time has been greatly influenced by technology because many people use electronic entertainment such as, Walkmans, Gameboys, Playstations etc as their main source of recreation.
- B: That's true. Also, we now have CDs, MP3s and DVDs instead of record players and cassette players. We may still listen to the same type of music or watch the same types of films but the way in which we listen and watch has changed thanks to modern technology.
- A: I think we have become a generation of "couch potatoes".
- B: I couldn't agree more. We spend all our time sitting on the couch watching TV and eating fast food and TV dinners and less time exercising and being outdoors.
- A: I don't think technology has brought people closer together.
- B: Why do you think that?
- A: Because they spend less time out socialising and more time sitting in front of a computer screen.
- B: That's true. Face-to-face communication is dying and people are spending more time communicating via electronic media.

Tapescript for Exercise 31 (p. 92) → See p. 95(T)

Ss can refer to pp.203-204 of the S's book for the same tapescript.

Tapescript for Exercise 33 (p. 92) → See p. 95(T)

Ss can refer to p.204 of the S's book for the same tapescript.

Tapescript for Exercise 35 (p. 92) → See p. 95(T)

Ss can refer to pp.204-205 of the S's book for the same tapescript.

- 37 a. Read out the question. Play the cassette. Ss listen and answer the question.

Answer Key (See overprinted answer)

- b. Explain the task. Ss work in pairs and complete the task. Check Ss' answers by asking various pairs to act out the dialogue in front of the class.

Answer Key (See overprinted answers)

- c. Explain the task. Model the first dialogue with a S. Then, Ss work in pairs and complete the task. Check Ss' performance, and then ask some pairs to act out their dialogues in front of the class.

Suggested Answer Key

- A: Good afternoon, sir. What can I do for you?
B: I want to report a theft. My bicycle has been stolen.
A: Right. I'll just take some details. What is your name?
B: Michael Crawford.
A: When and where did the theft take place?
B: About 15 minutes ago at the Cornmill Cafe on Chapel Street.
A: Now, can you tell me exactly what happened?
B: Well ... I was drinking a cup of coffee. My bicycle was outside. When I went outside again, my bicycle was gone.
A: Did anyone witness the theft, sir?
B: I don't think so.
A: Please fill in this form with your details and a description of the bicycle.
B: Certainly.
- A: Good afternoon, sir. What can I do for you?
B: I want to report a theft. My camera has been stolen.
A: Right. I'll just take some details. What is your name?
B: Michael Crawford.
A: When and where did the theft take place?
B: About 15 minutes ago at the Cornmill Cafe on Chapel Street.
A: Now, can you tell me exactly what happened?
B: Well ... I was drinking a cup of coffee. My camera was on the table I left the table for a moment and when I returned, my camera was gone.
A: Did anyone witness the theft, sir?
B: I don't think so.
A: Please fill in this form with your details and a description of the camera.
B: Certainly.
- A: Good afternoon, sir. What can I do for you?
B: I want to report a theft. My wallet has been stolen.
A: Right. I'll just take some details. What is your name?
B: Michael Crawford.
A: When and where did the theft take place?
B: About 15 minutes ago at the Cornmill Cafe on Chapel Street.
A: Now, can you tell me exactly what happened?
B: Well ... I was drinking a cup of coffee. My wallet was on the table I left the table for a moment and when I returned, my wallet was gone.
A: Did anyone witness the theft, sir?
B: I don't think so.
A: Please fill in this form with your details and a description of the wallet and a full list of the contents.
B: Certainly.

- 38 Explain the task. Play the cassette with pauses for Ss to listen and repeat. Ss work in pairs and practise the intonation. Monitor Ss' performance. If necessary play the cassette again.

(Ss' own answers)

- 39 a. Explain the task. Play the cassette. Ss listen and answer the questions.

Answer Key (See overprinted answers)

- b. Explain the task and read the list of items (1-8). Play the cassette. Ss listen and mark each item A or B.

Answer Key (See overprinted answers)

- c. Explain the task and read out the situations. Elicit answers around the class.

Suggested Answer Key

- I'm sorry - I didn't catch what you said.
I'm sorry - I didn't quite understand what you said.
I'm afraid I'm not sure what you mean.
- It's - oh, what's the word? - it's ...
It's - oh, what's his/her name? - it's ...
- In other words, ...
- I really haven't got a clue I'm afraid.

- 40 a. Play the cassette. Ss listen and answer the question.

Answer Key (See overprinted answer)

- b. Explain the task. Ss read the dialogue and fill in the gaps. Check Ss' answers by asking some Ss to act out the dialogue in pairs.

Answer Key (See overprinted answers)

- c. Explain the task. Go through the instructions. Ss work in pairs and do the task. Monitor Ss' performance around the class. Ask some pairs to present their dialogue to the class.

Suggested Answer Key

- A: What's the problem, Judy?
B: I'm trying to save my voice mailbox number, but I can't do it.
A: Here, let me see. Well, first you have to press "Menu" and then 122 which is Messages - Voice Messages - Voice mailbox number.
B: Okay. I've done that.
A: Then you have to enter your mailbox phone number and press "OK" and then press "Yes" if you want to save your voice mailbox password in your phone and "No" if you don't.
B: All right. I've pressed "Yes". Now what?
A: Now, just press "OK" and enter your voice mailbox password. Finally, when you've finished just press "OK".
B: Is that all? I thought it would be more difficult than that.

Tapescript for Exercise 39a (p. 93) → See p. 94(T)

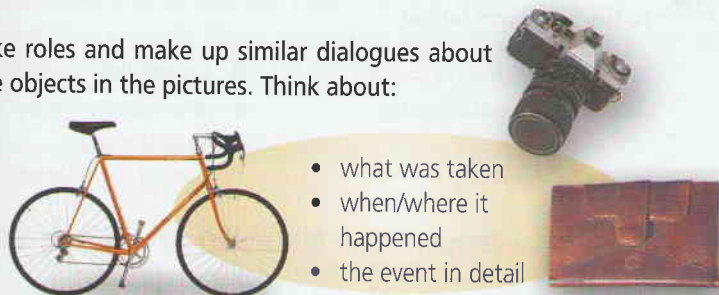
Ss can refer to p.205 of the S's book for the same tapescript.

Reporting a theft

- 37 a. Listen to the dialogue. Where does it take place? **At a police station.**
b. Match the columns to form the dialogue.

- | A | B |
|---|---|
| 1 b Good afternoon, sir. What can I do for you? | a Michael Crawford. |
| 2 a Right. I'll just take some details. What is your name? | b I want to report a theft. My briefcase was stolen. |
| 3 e When and where did the theft take place? | c I don't think so. |
| 4 d Now, can you tell me exactly what happened? | d Well ... I was drinking a cup of coffee. My briefcase was under the table. I left the table for a moment and when I returned my briefcase was gone. |
| 5 c Did anyone witness the theft, sir? | e About 15 minutes ago, at the Cornmill Café on Chapel Street. |
| 6 Please fill in this form with your details, a description of the briefcase and a full list of the contents. | |

- c. Take roles and make up similar dialogues about the objects in the pictures. Think about:



- what was taken
- when/where it happened
- the event in detail

- you didn't hear/understand what was said
- you can't remember a word/name/etc
- you want to give an example/explanation
- you don't know the answer to a question

Giving instructions

- 40 a. Listen to the dialogue. What is Judy's problem? **She wants to send an e-mail, but she can't do it.**
b. Complete the dialogue with **finally, first, now, then.**

- A: What's the problem, Judy?
B: I'm trying to send an e-mail, but I can't do it.
A: Here, let me see. Well, 1) **first** you have to click on "Create mail".
B: Okay. I've done that.
A: 2) **Then** you have to type your friend's e-mail address in the box marked "To".
B: All right, I've got her address here. Now what?
A: 3) **Now** just start typing in the box below. 4) **Finally**, when you've finished, just click on the "Send" button at the top.
B: Is that it? I thought it'd be more difficult than that.

- c. Use the instructions to act out a similar dialogue.

Intonation (stress in lists of adjectives)

- 38 a. Listen and repeat.

- dress – party dress – red party dress – long red party dress
- car – sports car – blue sports car – new blue sports car
- bag – leather bag – black leather bag – big black leather bag
- vase – china vase – white china vase – beautiful white china vase

"Filler" Phrases in Conversation

- 39 a. Listen to two interviews with students of English. Who uses "filler" expressions? **Student A.** Who leaves long pauses in the conversation? **Student B.**

- b. Listen again and label the following items as **A** or **B**, according to which speaker says each one.

- | | |
|---|---|
| 1 I'm sorry – I didn't catch what you said. | A |
| 2 I really haven't got a clue, I'm afraid. | A |
| 3 What? | B |
| 4 It's – oh, what's the word? – it's ... | A |
| 5 I don't know. | B |
| 6 In other words, ... | A |
| 7 Er ... er ... | B |
| 8 I'm afraid I'm not sure what you mean. | A |

- c. What phrases/expressions could you use in the following situations in a conversation? You can use your own ideas.

SAVING YOUR VOICE MAILBOX NUMBER

- Press **Menu** 122 (Messages - Voice messages - Voice mailbox number).
- Enter your voice mailbox phone number.
- Press **OK**.
- Press **Yes** if you want to save your voice mailbox password in your phone. Press **No** if you don't.
- If you selected **Yes**, enter your security code.
- Press **OK**.
- Enter your voice mailbox password.
- Press **OK**.



The Time Machine

Herbert George Wells (1866-1946) was a British novelist, journalist, sociologist and historian, who is best known for his science-fiction novels. His rather romantic interest in science came from his years studying at the Normal School of Science in London. **The Time Machine** was his first novel and was very successful at the time. The novel is about a man who invents a time machine and devotes his life to travelling through time. His attention to detail makes his work realistic even today.

41 Read the title and the short biography. What do you expect to read in this extract? What do you think made Wells write about this topic? Read and check your answers.

42 Read the extract and match the characters 1-6 to their positions a-f.

- | | |
|---------------------------------|--------------------------------------|
| 1 e The Time Traveller | a next to the Provincial Mayor |
| 2 c Filby | b on the left of the Time Traveller |
| 3 a The Medical Man | c behind the Time Traveller |
| 4 f The Provincial Mayor | d behind the Psychologist |
| 5 d The Very Young Man | e in front of the model time machine |
| 6 b The Psychologist | f on the right of the Time Traveller |

43 Explain the words in bold in the text, then match the highlighted words to the synonyms below.

- | | |
|--|-------------------------------------|
| a unusual, strange (= odd) | d completely (= absolutely) |
| b amazing, unbelievable (= incredible) | e shining, sparkling (= glittering) |
| c lit (= illuminated) | f copied (= imitated) |

44 Read the extract again and put the sentences in the correct order.

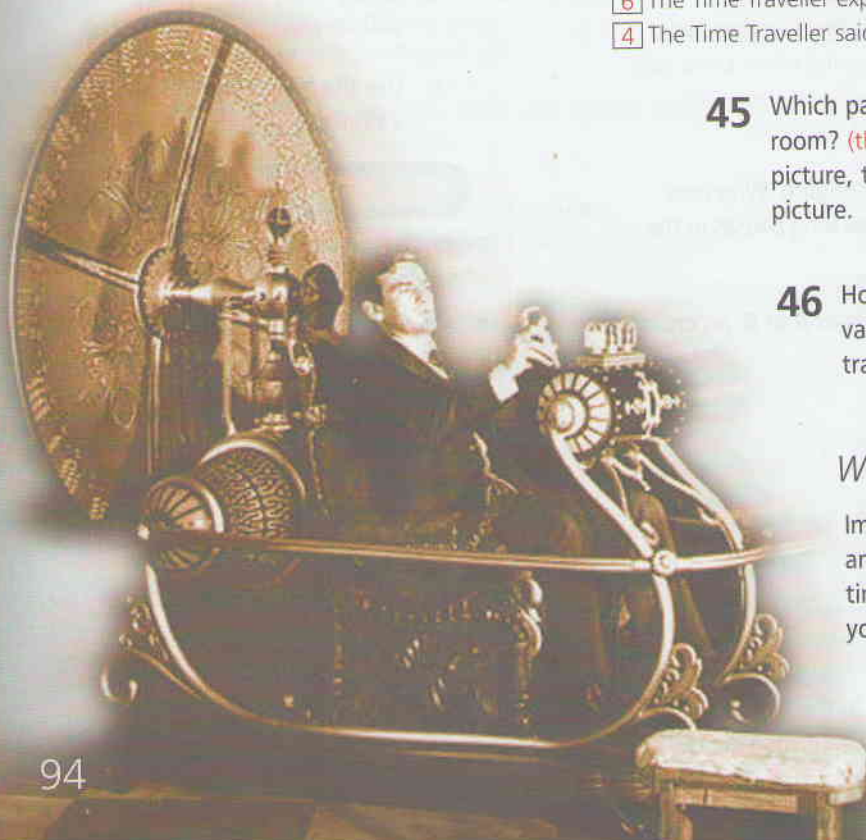
- 5 The Time Traveller said that the model had taken two years to make.
- 2 The Time Traveller put the object on a small table.
- 7 The Psychologist pressed the lever on the object.
- 1 The Time Traveller held a small metal object in his hand.
- 3 The others gathered around the table and watched.
- 8 The object disappeared!
- 6 The Time Traveller explained how the machine worked.
- 4 The Time Traveller said that the object was the model for a time machine.

45 Which paragraph contains a description of the inside of a room? (the first paragraph) Use the information to draw a picture, then use words from the text to talk about your picture.

46 How do you think everyone felt when the model vanished? How would you feel? Do you think time travel is really possible? Why/Why not?

Writing Project

Imagine that you have just returned from a visit to another time. Write a diary entry describing what time period you visited, what you saw there, who you met and how you felt about it.



Tapescript for Exercise 39a (p. 93)

Ss can refer to p.205 of the S's book for the same tapescript.

Student A

Int: What changes do you think we'll see in computers of the future?

A: I'm sorry – I didn't catch what you said.

Int: I wondered in what way you expect computers of the future to be different.

A: Oh, I really haven't got a clue, I'm afraid. They'll be faster, probably, and much smaller ... other than that, I can't say.

Int: Do you use the Internet much?

A: Yes, quite a lot.

Int: So would you say it's very important in your life?

A: It's not – oh, what's the word? – it's not *essential*. Is that right? In other words, I think it's useful, but I can live without it.

Int: Do you use it for recreation more than information?

A: I'm afraid I'm not sure what you mean.

Int: Sorry – what I was trying to say was, (fade) do you use it for ...

Student B

Int: What changes do you think we'll see in computers of the future?

B: What?

Int: I wondered in what way you expect computers of the future to be different.

B: (pause) I don't know. (pause) Faster, maybe ... much smaller ...

Int: Do you use the Internet much?

B: Yes, quite a lot.

Int: So would you say it's very important in your life?

B: (pause) It's ... er ... er ... (pause) I think it's useful, but I can live without it.

Int: Do you use it for recreation more than information?

B: (long pause) What?

Int: Sorry – what I was trying to say was, (fade) do you use it for ...

- 41 Explain the task. Allow Ss some time to read the biography and answer the questions. Elicit answers from various Ss around the class.

Suggested Answer Key

I expect to read about a time machine and perhaps a time traveller.

I think Wells wrote about this topic because the biography says that he had a rather romantic interest in science.

- 42 Explain the task. Allow Ss some time to silently read the text and complete the task. Check Ss' answers.

Answer Key (See overprinted answers)

- 43 • Explain the task. Ask Ss to explain the words in bold by giving synonyms or examples. Alternatively, Ss can look up unknown words in their dictionaries.

(Ss' own answers)

- Read out the words in the list. Ss match them to the highlighted words in the text. Check Ss' answers.

Answer Key (See overprinted answers)

- 44 • Explain the task. Read through the sentences. Do the first item with Ss as an example, then Ss work in pairs and complete the task. Check Ss' answers by playing the cassette with pauses after each event.

Answer Key (See overprinted answers)

- Ss can use these sentences to retell the events of the extract.

- 45 Explain the task. Assign the task as HW. Ss may present their pictures in the next lesson. Other Ss can assess the presentations.

(Ss' own pictures)

Answer Key (See overprinted answer)

- 46 Explain the task. Ss work in pairs and discuss the questions. Monitor Ss' performance, then ask various pairs to present their views to the class. Alternatively, start a class discussion and ask Ss to express their opinions.

Suggested Answer Key

I think the people in the room must have felt amazed and surprised because that is how I would have felt. I believe time travel is something that only exists in science fiction and it is not really possible. It is too incredible to be true.

Writing Project

- Explain the task. Point out that diary entries are written in the first person and use past and present tenses. Do the task orally in class. Then, assign it as written HW.
- Remind Ss to practise *Reading aloud* using the S's CD/cassette. Ss listen to the text and follow the lines. Ss listen again with pauses, then read out from the text.

- As an extension, Ss can read *The Time Machine* and write a book review. Alternatively, they can watch the film and write a film review.

Tapescript for Exercise 31 (p. 92)

Ss can refer to pp.203-204 of the S's book for the same tapescript.

Martha: Sorry I'm late. There was a problem with one of the computers at work and I had to stay and sort it out.

Sally: Oh, don't talk to me about computers, Martha. Those machines are more trouble than they're worth!

Bob: What makes you say that, Sally?

Sally: Well, we've just got a new computer at the doctor's surgery where I work. It's supposed to make my job as a receptionist much easier, because all the patient's files will be stored on computer and I won't have to deal with piles of paper anymore.

Bob: So, what's the problem?

Sally: Well, guess who has to type in all the information. Me, of course. I've been working late every night for a week trying to get through it all.

Martha: Yes, but when you're done everything will be organised and you'll be able to find everything very easily.

Sally: Hmm. I suppose you're right.

Martha: It's like our computers in the office. I mean, they do go wrong every now and then, and I suppose we do spend a lot of time fixing problems, but most of the time they make life a lot easier. On top of that we don't have to have so many filing cabinets taking up all the space because all our files are on disc.

Bob: Exactly. I admit, when I first got the computer I use at the garage, it did take me a long time to learn how to use it properly, but now I don't have half the trouble I used to have with jobs like doing my accounts, or billing customers. And I get everything done so much faster. I think they're wonderful machines, really. Working with cars, as I do, you see just how useful they can be.

Martha: What do you mean?

Bob: Well, they have computers in cars these days, don't they? It means that people can use them while they are driving to keep up with all the travel news or to find maps of whatever area they want.

Sally: Really? I didn't know that. Computers are everywhere, aren't they? Perhaps I shouldn't get angry with my kids for spending so much time in Internet cafés.

Martha: Oh, no. They should use computers as much as possible. They will need their computer skills if they want to get jobs when they leave school.

Sally: I know that. I just wish they would spend more time reading and less time surfing the net. They need reading skills, too. Anyway, they have computer lessons at school, so they are learning all the useful stuff there.

Bob: I'm afraid I'll have to disagree with you there, Sally. Most schools don't have enough computers for all the kids to get enough practice. Things are getting better, but I think that the more practice children can get in their free time, the better. If they aren't familiar with computers, they won't have a future. It's as simple as that.

Martha: Bob's right. Using computers may not be very good for their eyesight, but it is good for their marks!

Sally: Oh well. Perhaps I should get a computer at home and get connected to the Internet, then!

Bob: Definitely. You won't regret it and you can check they're not shopping online with your credit cards!

Sally: Oh, don't! I won't sleep tonight now you've said that!

All: Hahaha!

Tapescript for Exercise 33 (p. 92)

Ss can refer to p.204 of the S's book for the same tapescript.

A: With me in the studio this afternoon is Police Inspector Neal Mitchell, who will be telling us about certain things we can do to protect our homes while we are away on holiday, or just out for the evening. Inspector Mitchell, thank you for joining us.

B: Oh, you can call me Neal. I'm not on duty at the moment!

A: Haha. Alright, Neal. So, what is the main thing we should remember when we leave our homes for any period of time?

B: Well, the first thing I'd like to suggest is fairly obvious, but you'd be surprised how many people forget to do it. You should always make sure that your doors and windows are locked securely when you are getting ready to go out. An open window is an invitation to a burglar.

A: Of course.

B: You should also check that all valuables are locked up safely. If you have valuable jewellery, for example, it is a good idea to invest in a safe. Burglars will help themselves to anything they can get their hands on, so never leave anything precious just lying around.

A: That's good advice, Neal. A lot of people think that their belongings are safe just because their doors are locked, but it doesn't hurt to be extra careful, does it?

B: It certainly doesn't. Another good idea is to leave a light on in the house when you go out for the evening, but it's important to remember that burglars are not stupid. I know a lot of people who leave their hall light on, but how many people do you know who spend the evening sitting in the hall?

A: Not many!

B: Exactly! Leave a light on where you would normally be, let's say, in the living room, or in the bedroom. That way it looks as though you are actually in the house. As an extra safety measure, you could leave the radio on, or the television, so that there is some noise to scare off the burglars. Don't leave it on too loud, though, or your neighbours won't be too happy - especially if you are late home!

A: Good point!

B: Now, obviously, the best thing you can do to prevent your house from being burgled is to install a burglar alarm. These are fairly expensive, but they are by far the best way to secure your home. It's best to do this through a reputable security firm in your area.

A: Right. And then of course you need to remember to set it every time you leave the house!

B: Haha! Yes. Another thing you can do, which I strongly recommend, is to let your neighbours know when you are going to be away and ask them to keep an eye on your house. You can offer to do the same for them, too.

A: Like a neighbourhood watch scheme, you mean?

B: Exactly. Neighbourhood watch schemes are extremely successful in preventing crime. It's important that we all work together for the good of the community.

A: Yes. Now, Neal, it's not only burglars who put our homes at risk while we are away, is it?

B: No, you're absolutely right. We also have to protect our homes from fire. Now, I know this is really the fire department's job, but I would like to advise all your listeners to fit a smoke alarm in their homes. These are essential gadgets and have saved thousands of homes from fire damage.

A: Neal, I'm afraid we're running out of time, but I'd like to thank you very much for joining us today. If you need any more information about protecting your home, ... [fade]

Tapescript for Exercise 35 (p. 92)

Ss can refer to pp.204-205 of the S's book for the same tapescript.

Speaker 1

I've never really enjoyed passive forms of entertainment. I find that the best way to unwind at the end of a long day is to do something active. The minute I get home from work, I put on my trainers and go for a run in the park. It really gets rid of all the tension that builds up in me through the day. I go to the gym four times a week, too. My friends don't understand why I don't just lounge in front of the TV like they do, but the truth is that I just don't feel relaxed when I'm sitting around doing nothing.

Speaker 2

This machine has got to be the best thing I've ever bought. It was expensive, of course, but it was worth every penny. Now I spend almost all my free time watching films. I had a video before, of course, but this is the next step up and much better. The quality is fantastic, for a start, and you also get interviews with the actors, and information about the making of the film, which you never got on videos. The digital quality is just so much better than videos, and of course the discs don't take up nearly as much room. My favourite way to relax in the evenings these days is to curl up on the sofa with the remote in my hand.

Speaker 3

I was never a big fan of modern technology until I bought my computer and got online. Now I spend most of my evenings checking out different websites - just surfing, you know. There's so much information out there - it's amazing. I've learnt so many new things and I've even made some new friends in the chatrooms I've visited. Some people say that it's an antisocial way of passing the time, but I don't agree. My social life has improved, actually. I've found lots of brilliant sites and I've learnt all sorts of things that I never knew before.

Speaker 4

It might seem a bit old-fashioned in this world of computers and high-tech gadgets, but I have to say that I prefer to make my own entertainment. My family agree with me. We hardly ever watch television and we don't even own a computer. In the evenings, when the kids have finished their homework and we've all had dinner, we usually get together and play something fun. I think it's better for the kids. They can practise their spelling with Scrabble, and they learn all kinds of useful facts when we play Trivial Pursuit. It's a great way to improve your general knowledge. It's relaxing, but it exercises our brains at the same time.

Speaker 5

My mum bought me this for my birthday and now I hardly ever put it down. I think it's much better than a computer because you can take it everywhere with you. I've got loads of games for it, and I swap them with my friends at school, so I get to play lots of different things and I never get bored. I find it very relaxing. I just sit and play with it in my room after school and at the weekends. I'm always trying to beat my last score for each game and to get a higher score than all of my friends.

LiteratureCorner

The thing the Time Traveller held in his hand was a **glittering** metallic **framework**, no larger than a small clock, and very delicately made. He took one of the small octagonal tables that were **scattered** about the room, and set it in front of the fire. On this table he placed the mechanism. Then he drew up a chair and sat down. The only other object on the table was a small lamp. There were also perhaps a **dozen** candles about, so that the room was brilliantly **illuminated**. I sat in a low armchair nearest the fire, and I drew this forward so as to be almost between the Time Traveller and the fireplace. Filby sat behind him, looking over his shoulder. The Medical Man and the Provincial Mayor watched him **in profile** from the right, the Psychologist from the left. The Very Young Man stood behind the Psychologist. We were all **on the alert**. It appears **incredible** to me that any kind of trick could have been played upon us under these conditions.

The Time Traveller looked at us, and then at the mechanism. "Well?" said the Psychologist.

"This little affair," said the Time Traveller, resting his **elbows** upon the table and pressing his hands together above the **apparatus**, "is only a model. It is my plan for a machine to travel through time. You will notice that it looks quite uneven, and that there is an **odd** **twinkling** appearance about this bar, as though it was in some way unreal." He pointed to the part with his finger. "Also, here is one little white **lever**, and here is another."

The Medical Man got up out of his chair and looked into the thing. "It's beautifully made," he said.

"It took two years to make," said the Time Traveller. Then, when we had all **imitated** the action of the Medical Man, he said: "Now, I want you clearly to understand that this lever, being pressed over, sends the machine into the future, and this other **reverses** the motion. This saddle represents the seat of a time traveller. Presently I am going to press the lever, and off the machine will go. It will vanish, pass into future Time, and disappear. Have a good look at the thing. Look at the table too, and satisfy yourselves there is no **trickery**. I don't want to waste this model, and then be told I'm a **quack**."

There was a minute's pause, perhaps. The Psychologist seemed about to speak to me, but changed his mind. Then the Time Traveller put forth his finger towards the lever. "No," he said suddenly. "Lend me your hand." And turning to the Psychologist, he took that individual's hand in his own and told him to put out his **forefinger**, so that it was the Psychologist himself who sent forth the model Time Machine on its voyage. We all saw the lever turn. I am **absolutely** certain there was no trickery. There was a breath of wind, and the lamp flame jumped. One of the candles on the **mantel** was blown out, and the little machine suddenly swung round, became **indistinct**, was seen as a ghost for a second perhaps; and it was gone - **vanished!** Save for the lamp, the table was **bare**.



An opinion essay presents our personal opinion on a particular topic. We need to state our opinion clearly and support it with examples or reasons.

INTRODUCTION

- In the **first paragraph** we present the topic and state our opinion clearly.

MAIN BODY

- In the **second and third paragraphs** we present our viewpoints and give reasons/examples. We present each viewpoint, with reasons/examples, in a separate paragraph.

In the **fourth paragraph** we present the opposing viewpoint and give examples/reasons.

CONCLUSION

- In the **last paragraph** we restate our opinion using different words.

We usually use present tenses in this kind of writing and avoid using informal language such as contractions (*I've, she's*) and colloquialisms (*What's up?*) etc. We can use phrases like *In my opinion; I (strongly) believe that; It seems to me that* to introduce our opinion. We can find opinion essays in newspapers and magazines as articles or letters to the editor, etc.

Analysing the Rubric

- 47** Read the rubric, underline the key words and answer the questions.

Your local newspaper is asking readers to write an article giving their opinion on the following statement:
Students should not be allowed to have mobile phones at school.

- 1 What type of writing is it?
- 2 Who is going to read it?
- 3 What style should you use?

Analysing a Model Text

- 48** a. Read the article and put the paragraphs into the correct order. What is each paragraph about?

NO MOBILE PHONES AT SCHOOL

- 3 **Furthermore**, parents who work may need to contact their children. **For example**, if a parent has to work late, the student has to be told if arrangements have been made for a relative or neighbour to look after them.
- 5 **In conclusion**, I feel that students should be allowed to take mobile phones to school for use in an emergency. **However**, all phones should certainly be turned off during lessons.
- 1 Nowadays more and more students bring their mobile phones to school. **While** I believe that students should carry mobile phones in case of an emergency, I am strongly opposed to these phones being used at school, particularly in the classroom.
- 4 **On the other hand**, nothing is more disruptive during a lesson than the sound of a mobile phone ringing or playing an annoying tune. **Moreover**, students who send and receive text messages in class are not paying attention to the lesson.
- 2 **Firstly**, many students travel to and from school without their parents. **Therefore**, it is important for them to have a mobile phone in case they need help or have an accident on the way to school or home.



Linkers

- b. Identify the function of the linking words in bold, then replace them with synonyms from the list below.

- in addition • also • to sum up • although • as a result
- to begin with • nonetheless • in contrast • for instance

- 49** Underline the correct linking words.

- 1 There are several reasons why we should all install burglar alarms in our cars. **To begin with/ Furthermore**, car theft is a big problem in the city.
- 2 Mobile phones are becoming smaller and more efficient. **Although/In addition**, many models allow you to access the Internet.
- 3 It is up to parents to teach a child right from wrong. **In conclusion/For example**, they must learn not to take things that don't belong to them.
- 4 To sum up, while I agree that shoplifting is a crime, it is not nearly as serious as other crimes **such as/apart from** murder or kidnapping.

Register

- 50** a. Which register is each paragraph written in (formal, semi-formal, informal etc)? Give reasons for your answer. Which paragraph is suitable for an opinion essay? Why?

A *I strongly believe that we rely too much on technology today. This means that we are losing important skills such as personal communication. For instance, people who spend long hours in front of a computer no longer know how to talk to other people, and may even feel uncomfortable in the company of others.*

B *I think computer games are good stuff. They help us learn all about technology. This is important 'cause it'll help us to get ready for our future jobs. You know, all jobs in the future will need computer skills.*

- 47 • Go through the tip. Explain any unknown vocabulary.
• Read out the rubric and help Ss to identify the key words. Ss then answer the questions. Check Ss' answers.

Answer Key (See overprinted answers)

- 1 opinion article
- 2 newspaper editor
- 3 formal style

- 48 a. Explain the task. Allow Ss some time to read the article and complete the task. Check Ss' answers.

Answer Key (See overprinted answers)

additional viewpoint and reason
conclusion and restated opinion
introduction and opinion
opposite viewpoint and example
first viewpoint and reason

- b. Explain the task. Do the first item with Ss as an example then Ss complete the task. Check Ss' answers.

Answer Key

Furthermore – in addition/also – used to list/add points
For example – for instance – used to give examples
In conclusion – to sum up – used to introduce the conclusion
However – nonetheless – used to show contrast
While – although – used to show contrast
On the other hand – in contrast – used to introduce the opposing viewpoint
Moreover – also/in addition – used to list/add points
Firstly – to begin with – used to list/add points
Therefore – as a result – used to show result

- 49 Explain the task. Ss complete the task. Check Ss' answers.

Answer Key (See overprinted answers)

- 50 a. Explain the task. Read out the paragraphs and then Ss complete the task giving reasons for their answers. Check Ss' answers.

Answer Key

- A formal – full forms and no colloquialisms have been used
B informal – contractions and colloquialisms have been used

Paragraph A is suitable because an opinion essay should be written in a formal style without colloquialisms or contracted forms.

Tapescript for Exercise 52 (p. 97)

Ss can refer to p.205 of the Ss' book for the same tapescript.

Jill: Hi, Frank.

Frank: Oh hi, Jill.

Jill: How are you? Are the kids OK?

Frank: Yes, we're fine. The kids are really excited at the moment.

Jill: Oh why's that?

Frank: Their school has just bought a lot of new computers for the kids to use in their lessons.

Jill: That's a great idea. It's so useful for the kids to be learning computer skills. They'll really need them when they start looking for a job.

Frank: That's true. They love using computers as well. The teachers can use films, cartoons and sound effects to teach things.

Jill: It sounds more like a game than a lesson. It must be more interesting than those boring old classes we used to sit through.

Frank: I wonder where the school found the money, though. It must have cost a fortune for all those computers, not to mention the new software as well.

Jill: And they'll need to hire some technical support staff. You know how often things can go wrong.

Frank: It's strange, I heard that the school was going to hire a new Music teacher or Art teacher last year but they decided they couldn't afford it.

Jill: It would be a shame if the more creative subjects get ignored because of this new technology.

Frank: I suppose they think the kids can be creative with the computer. Artists in the future will be using special effects and computer graphics instead of paint and canvasses... but I think you're right – they need to find a balance ...

- b. Explain the task. Ss work in pairs and complete the task. Check Ss' answers. Ss can present their paragraphs in class. The rest of the class comment on each piece of writing.

Suggested Answer Key

I am strongly in favour of computer games. In my opinion, they can be educational and help us to learn about technology. They can also help us to develop important skills that will be of benefit to us when we are ready to start work. It is commonly accepted today that computer skills will be essential in the workplace of the future.

- 51 a. Explain the task. Do the first item with Ss as an example and then Ss complete the task. Check Ss' answers.

Answer Key (See overprinted answers)

- b. Ss work in pairs and think of supporting sentences. Help Ss where necessary. Check Ss' answers.

Suggested Answer Key

- The sales of computer games attest to this.*
- There are already many software packages on the market that can create complex graphics easily and quickly.*
- Students will learn to work independently and they will develop skills such as problem solving and manual dexterity.*
- A human teacher can help students to talk about their feelings and help them to understand the feelings the artist or poet is trying to convey.*
- Computers require technicians who have to be paid and it is also expensive to keep up to date with software.*
- They will lose their communication skills through lack of practice and may withdraw into themselves.*

- 52 Explain the task. Play the cassette. Ss listen, fill in the gaps and complete the task. Check Ss' answers.

Answer Key (See overprinted answers)

- 53 Explain the task. Read out the rubric and help Ss to identify the key words. Then, Ss answer the questions. Check Ss' answers.

Answer Key (See overprinted answers)

- opinion article*
- magazine editor*
- formal language is appropriate for this type of writing*

Suggested Answer Key

- "Computers in every classroom"*
- I disagree*
- Computers are expensive. Students will get bored and will feel lonely sitting in front of a computer screen all day. Students do need computer skills but they do not need to use computers in every lesson to develop them. etc*

- 54 Present the plan. Explain the task. Ask questions and elicit answers to complete the plan.

e.g. T: What is the topic?

S1: The topic is "Schools should provide computers for students to use for all their school subjects."

T: What is your opinion?

S2: I completely disagree with this statement.

Suggested Answer Key

Main body

(Para 2) *computers and computer labs are very expensive to set up and maintain – for example, computers require technicians who have to be paid and it is also expensive to keep up to date with software*

(Para 3) *sitting in front of a computer screen all day can make students feel lonely and bored – they will lose their communication skills through lack of practice and may withdraw into themselves*

(Para 4) *schools should use computers in the classroom – as students will need computer skills when they are looking for a job*

Conclusion *My opinion is that computers are necessary in technical subjects such as Information Technology and Computer Studies but not in other subjects. Provided that students have open access to a computer at school then it is unnecessary to provide computers for use in all school subjects.*

- 55 Assign the article as written HW.

Suggested Answer Key

Computers in every classroom

Some people believe that schools should provide computers for students to use for all of their school subjects. I disagree with this opinion. I believe that having computers in every classroom is unnecessary and excessive for a number of reasons.

Firstly, computers and computer labs are very expensive to set up and maintain. For example, computers require technicians who have to be paid and it is also expensive to keep up to date with software.

Furthermore, sitting in front of a computer screen all day can make students feel lonely and bored. They will lose their communication skills through lack of practice and may withdraw into themselves.

On the other hand, schools should use computers in the classroom as students will need computer skills when they are looking for a job.

In conclusion, I believe that computers are necessary in technical subjects such as Information Technology and Computer Studies but not in other subjects. Provided that students have open access to a computer at school then it is unnecessary to provide computers for use in all school subjects.

- 56 • Read the quotations one at a time and help Ss to interpret them.

Suggested Answer Key

- Science has taught us that anything is possible.*
- We rely on machines too much in our lives and when they break down we realise this.*
- As we try to make machines more human we ourselves will become more mechanical in our ways.*
- As an extension, ask Ss to find similar quotations in their own language and explain them in English.*

Tapescript for Exercise 52 (p. 97) → See p. 96(T)

Ss can refer to p.205 of the S's book for the same tapescript.

- b. Rewrite the incorrect paragraph in the correct register.

Paragraph Structure

- 51 a. Match the newspaper headlines 1-3 to the topic sentences a-f. There are two sentences for each headline. Say which topic sentence agrees with the headline, and which does not.



- a Many people think that using a computer is an enjoyable pastime. (2 – agrees)
 b Soon all art will be created on computers. (1 – agrees)
 c If we replace human teachers with computers, we will develop the skills we will need to live and work in the office of the future. (3 – agrees)
 d Computers cannot teach creative subjects, such as art, music and poetry, as well as a human teacher can. (3 – disagrees)
 e Computers and computer labs are very expensive to set up and maintain. (1 – disagrees)
 f Sitting in front of a computer screen all day can make students feel lonely and bored. (2 – disagrees)
- b. In pairs, think of supporting sentences for each of the topic sentences above.

- 52 Listen to the dialogue and fill in the gaps. Then, match each reason/example to one of the topic sentences above.

- A Schools should use 1) **computers** in the classroom as students will need computer 2) **skills** when they are looking for 3) **a job**. (a)
 B Computers use 4) **films**, cartoons and 5) **sound effects** to help students understand the material. Students will think classes are more like a 6) **game** rather than a lesson. (b)
 C Techniques for the 7) **art** of the future can be taught in the computer lab. Students can learn to create 8) **special** effects and how to use computer graphics. (c)

Discuss and Write

- 53 Read the rubric and underline the key words, then answer the questions.

- You have been asked to write an article for a monthly news magazine giving your opinion on the topic "Schools should provide computers for students to use for all their school subjects".



- 1 What type of writing is it?
- 2 Who is going to read it?
- 3 Should you use formal or informal language? Why?
- 4 Can you think of an appropriate title?
- 5 Do you agree or disagree with the statement?
- 6 What arguments can you use to support your opinion?

- 54 Look at the plan below, then use your answers to Exercises 51, 52 and 53 to answer the questions.

plan

Introduction

(Para 1) What is the topic? What is your opinion?

Main Body

(Para 2) What is your first viewpoint? What are your reasons and examples?

(Para 3) What is your second viewpoint? What are your reasons and examples?

(Para 4) What is the opposing viewpoint? What are the reasons and examples?

Conclusion

(Final Para) What is your opinion again?

- 55 Write your article for the magazine. You can use the article in Ex. 48a as a model.

- 56 Explain the sentences below in your own words.

Famous words

- Modern science and techniques have taught mankind at least one lesson: Nothing is impossible. *Lewis Mumford (US philosopher)*
- It is only when they go wrong that machines remind you how powerful they are. *Clive James (Australian critic)*
- As machines get to be more and more like men, men will come to be more like machines. *Joseph Wood Krutch (US naturalist)*

Self-Assessment Module

3

Vocabulary & Grammar

1 Fill in the missing word.

- I've got a splitting **headache**. I think I'll take an aspirin.
- Could I pay by **credit** card?
- She was named **after** her great-aunt.
- A shoplifter **steals** things from shops.
- You should carry a pump with you in **case** you have a puncture.
- The TV isn't broken, you just forgot to **plug** it in.
- Try not to make matters **worse** by failing.
- People must carry **identity** cards with them in some countries.
- John prefers tennis **to** squash.
- That's the man **whose** sister was on TV.
- Mr Jones insisted **on** cooking the meal himself.
- Recently, there has been an increase **in** the number of people using a credit card.
- Thanks to ATMs we can **withdraw** money from a bank whenever we want to.
- That gas heater doesn't give **out/off** enough heat.
- Twenty people came to the party, three of **whom** I've known since childhood.
- You must have been aware **of** the dangers.
- That style of jacket has gone out of **fashion**.
- He was **sentenced** to two months imprisonment.
- My flat was **broken** into last night, and my stereo was stolen.
- I'd rather watch TV **than** read a comic.

(10 marks)

2 Circle the correct item.

- It is believed that the forest fires were lit by
A smugglers **C** arsonists
B shoplifters D kidnappers
- He got a £50 for speeding in the centre of town yesterday.
A sentence B charge C arrest **D** fine
- He be in Paris, I saw him in the library this morning.
A might **B** can't C shouldn't D ought to
- The battery is flat. We need to it.
A install B operate **C** recharge D liquidise
- If you have a muscle, you should rest it.
A pulled B strained C broken D sore
- That essay is to the one that Peter wrote.
A identical B matching C alike D the same

- If you have, you have a painful muscle contraction.
A cramp C insomnia
B indigestion D sunburn

- He suffers from heart
A infection B attack **C** disease D pain
- He was released due to of evidence.
A need **B** lack C point D necessity
- She has been married James for almost twenty years.
A with B for **C** to D by

(10 marks)

Use of English

3 Complete the second sentence using the word in bold. You must use two to five words including the word given. Don't change the word given.

- This puzzle will need a lot of patience.
have This puzzle **will have to be done** very patiently.
- A fishmonger's is a shop that sells fish.
where A fishmonger's is a shop **where you can buy** fish.
- It is thought that the company is expanding rapidly.
be The company **is thought to be expanding** rapidly.
- Turn off the electricity in case of fire.
turned The electricity **should be turned off** in case of fire.
- It was wrong of them to give false information.
given They **were wrong to have given** false information.

(5 marks)

4 Fill in the correct word derived from the word in bold.

- The **introduction** of new technology has helped us a lot. **INTRODUCE**
- The springs have been used for **relaxation** for years. **RELAX**
- He was found **guilty** of theft. **GUILT**
- This place is one of the country's **favourite** holiday resorts. **FAVOUR**
- Measures should be taken to help the **prevention** of crime. **PREVENT**

(5 marks)

5 Read the sentences. If a sentence is correct put a tick (✓). If it has a word which should not be there, write this word on the line.

- 1 Computers they play an important role they
- 2 in our lives today. Children have been taught been
- 3 how to use them at school, as they have ✓
- 4 become part of the school curriculum. In the ✓
- 5 years to come everybody will be able to use one. ✓

(5 marks)

Listening

6 You will hear people talking in six different situations. For questions (1-6), choose the best answer A, B or C.

- 1 You hear a conversation between two people in a waiting room. How does the woman feel?
A suspicious B angry ☒ C nervous
- 2 A man is talking on the phone. What does he want to do?
☒ A to buy some oil
B to make an appointment
C to complain about migraines
- 3 A man is taking part in a radio chat show. Why has he phoned in?
A to discuss a health problem
☒ B to complain about vitamins that he bought
C to talk about health food shops
- 4 A girl approaches you at a shopping centre. What does she want you to do?
A to enrol in a course
B to talk about painting
☒ C to participate in something
- 5 While visiting an exhibition, you hear a man talking. How can yoga help you?
☒ A It will help you to relax.
B It will help you to lose weight.
C It will help you breathe.
- 6 A man is talking on the phone. Where has he called?
A a florist ☒ B a college C a clinic

(10 marks)

Communication

7 Complete the questions.

- A: DMI Technology, Shirley speaking. 1) How can I help you?
B: I'd like to speak to Charles Lawton.
A: 2) May I ask who's calling please?
B: Yes. My name is Martin Banks.
A: Hold the line please, Mr Banks. I'll see if he's available.

B: Thank you.

A: I'm afraid he's not available at the moment.

3) Would you like to leave a message?

B: Yes. Could you tell him to call me at ICP, please.

A: Of course, Mr Banks. 4) What's your telephone number?

B: It's 823 764.

(5 marks)

8 Think of a question which matches the answers.

(See Suggested Answers Section)

- 1 (restaurant)? { Not really.
Why not?
- 2 (crime)? { I don't think so.
Actually yes.
- 3 (junk food)? { Always.
Never.
- 4 (bill)? { Of course.
In a minute.
- 5 (machine)? { No, I can't.
OK, I'll do it.

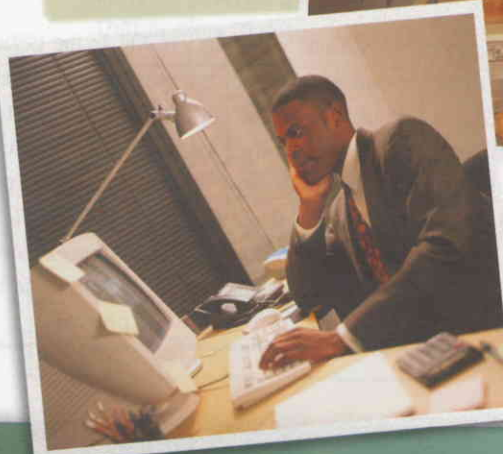
(5 marks)

Speaking

9 Describe the photographs, then, in pairs, compare and contrast them. Which type of job would you prefer? Why?

(See Suggested Answers Section)

- work alone/meet lots of people/monthly salary/ weekly wage
- 9-5/flexible hours/uniforms/smart clothes
- part time/full time/work long hours/have a standard daily routine



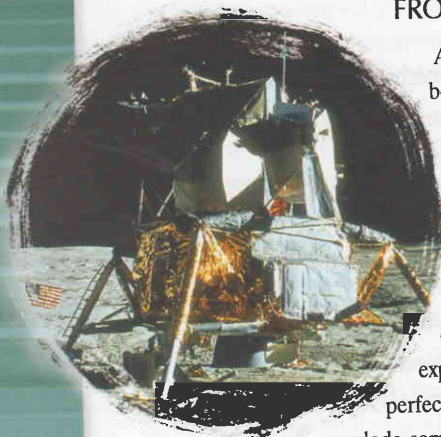
(10 marks)

Reading

- 10** You are going to read an article about rockets. For questions (1-5) choose the correct answer A, B, C or D.

THE HISTORY OF ROCKETRY:

FROM FIREWORKS TO THE MOON



At first glance you might think that there couldn't possibly be anything in common between a 13th century festival in China and the Apollo 11 moon landing in 1969. However there is a **link** and that is that they both relied on the use of rockets.

The Chinese first developed **rockets** by filling bamboo tubes with an explosive made from **saltpetre**, charcoal, and sulphur. The sealed tubes would be thrown onto fires during celebrations because it was thought that the loud explosions would protect them. When these tubes were not perfectly **sealed** though they would fly out of the fire and could explode some distance away. It wasn't long before the ancient Chinese realised the military potential of these **devices** and **primitive** rockets were used to repel a Mongol invasion in 1232 AD. Word of these amazing new weapons quickly spread around the world and soon rockets were being used in military operations in North Africa and Europe. During the 15th and 16th centuries they were widely used in naval battles to set fire to enemy ships. Around this time they also started being used for more peaceful purposes again. In 16th and 17th century Europe firework displays using rockets became a very popular form of public entertainment.

In the late 18th century the British army suffered two serious defeats at battles in Seringapatam, in India. The main reason for these defeats was that the Indian prince, Haidar Ali's army included a **corps** of rocket throwers. They used very large bamboo rockets which had a range of hundreds of metres. The British were determined to learn from their mistakes and a British officer, William Congrieve, began work on developing even bigger and better rockets. Within a few years Congrieve had developed 14 kg iron rockets that could be fired over 3200m. These rockets were successfully used against Napoleon at the battle of Waterloo and during the US War of Independence.

By the 1880s other applications for rockets were being developed. They were used for signalling, for whaling, and even for rescuing people from **sinking** ships. If a boat got into trouble near to the shore, a rocket with a thin rope tied to it would be fired out over the boat, survivors in lifeboats could use the ropes to pull themselves **ashore**. These traditional rockets are still used as **distress signals** on boats and planes.

However in the 1920s and 30s a great leap forward in the use of rockets took place with the introduction of **liquid fuel**. This made rockets much more powerful. The new rockets were so impressive that for the first time people began to seriously think about using rockets to take people into space.

It didn't take long for these dreams to become a reality. In the 1950s the Soviet Union and the USA invested large amounts of money in their new space programmes. This led to the launch of Sputnik 1, the first artificial satellite, by the USSR in 1957. Less than a month later they followed this with Sputnik 2 which carried a dog, Laika, into orbit. The USA sent its first satellite, Explorer 1, into space early the next year. The next step, putting a man in space followed in 1961 when Yuri Gagarin orbited the Earth in Vostok 1. Eight years later Neil Armstrong took those famous first steps on the **lunar** surface. This was possibly mankind's greatest scientific achievement and it was all due to rockets whose basic design had been thought up hundreds of years before.

- 1 Why did the Chinese first **use** rockets?

A They wanted to fire one **to** the moon.
B They wanted to frighten **their** enemies.
C They wanted to protect themselves.
D They wanted to make explosives.

- 2 The ancient Chinese military **used** rockets

A to defeat an invading **army**.
B in order to invade **Mongolia**.
C against the North **Africans** and Europeans.
D to burn enemy boats.

- 3 William Congrieve **designed** a new type of rocket

A so that the British **could** capture Seringapatam.
B which was made of **bamboo** and could travel for **hundreds** of metres.
C with the help of an **Indian** prince, Haidar Ali.
D which was used in **later** military campaigns.

- 4 What does 'it' refer to in **line 25**?

A a boat
B a rocket
C the shore
D a survivor

- 5 Early in the 20th century **rockets** improved greatly **because**

A scientists started experimenting with **new types** of fuel.
B people stopped using **petrol** as a fuel.
C a number of **different** countries wanted **to send** rockets into space.
D people began **thinki**ng of different uses for rockets.

Writing a first-person narrative

- 11 Your class has had a discussion about modern technology. Your teacher has asked you to write an essay, giving your opinions on the following statement.

Computers are an essential part of our daily lives.

Use the plan below to write your essay (120-180 words).

(See Suggested Answers Section)



Introduction

- (Para 1) state topic & your opinion: computers are used in all parts of our lives – work, school, leisure – make our lives easier – better organised – can't live without them

Main Body

- (Para 2) computers make our working lives easier – accurate – save time – keep a lot of information in one place – everything we need is right there in front of us
- (Para 3) use the Internet for research, for work and school and pleasure – helps us keep in contact with people around the world – have fun as well as work or study
- (Para 4) not healthy to spend too much time sitting at a computer – can damage our eyes – we don't exercise as much – don't talk to other people

Conclusion

- (Para 5) restate your opinion: computers are an important part of our lives today – help us to work and study more effectively – we shouldn't spend all of our time in front of a computer screen

(20 marks)

(Total = 100 marks)

Sing Along!

- 12 a. Look at the picture. What are they doing? Why? How is the picture related to the title of the song?

watching CCTV; news station; security company



- b. Listen and fill in. Then, listen again and sing.

You know someone is watching
Although they are discreet
You can feel the 1) eyes upon you
As you're walking down the street
You don't know where they're
2) hiding.
Or just how much they know.
But you know that they can see you.
Now 3) matter where you go

Wherever you go
Whatever you say or do
Always remember
Big Brother is watching you

There are cameras in the 4) car parks
There are cameras in the shops
Big Brother has eyes everywhere
The watching never 5) stops
They know about your every move
And what you do each day
They're recording every 6) breath you take
And every 7) word you say

Wherever you go ...

They know how you spend your money
They know what you like to 8) eat
They know exactly where you are
They know exactly who you meet
There's no use trying to 9) hide
They will find you anyway
You are under observation
Every 10) moment, every day

Wherever you go ...

- c. Have you ever been photographed by a surveillance camera? Where? How did you feel?

(Ss' own answers)

Progress Update

How do you rate your progress? Tick (✓) the box that applies to you.

	Excellent ****	Good ***	OK **	Could do better *
Vocabulary & Grammar				
Listening				
Speaking				
Reading				
Writing				
Communication				

Penny Wise, Pound Foolish

Lead-in

- 1
 - How often do you/your parents/your friends go shopping?
 - Where do you/your parents/your friends do your shopping: *at supermarkets; department stores; shopping centres; online?*
 - How do you/your parents/your friends pay: *in cash; by cheque; by credit card?*
- 2 Do you enjoy buying presents? What would you buy for your: *six-year-old brother/ best friend/grandparents/boss on their birthday?* Choose from the list, giving reasons.
 - jewellery • an antique ornament/clock • clothes • a CD
 - a piece of art (e.g. a painting) • an expensive pen • a diary
 - a leather wallet • a bunch of flowers • bath oils • a book
 - tickets to the theatre • perfume
- 3
 - a. Listen to the people. What was the best present ever given to them? Who gave it to them?
 Tony *keys to a new car/Mum & Dad*; Linda *a mirror/best friend*;
 Helen *ticket for a skiing holiday/group of friends*
 - b. What was the best present ever given to you? Who gave it to you? On what occasion?

Reading

- 4
 - a. When were you born? What is your star sign? Describe your personality.
 - b. What do you take into consideration when you choose a present for someone: *their position; their star sign; their preferences; their hobbies?* Do you believe that knowing someone's star sign can help you decide on an appropriate present? Read the article and find out.
 - c. Read the article again and for questions 1-14, choose from the star signs A-F. Some of the star signs may be used more than once.

Who ...

- | | | | |
|--|----|---|------|
| • is too well-mannered to complain? | 0 | B | |
| • would appreciate something old? | 1 | A | 2 C |
| • is job-oriented? | 3 | C | |
| • dreams of receiving some property? | 4 | A | 5 D |
| • likes to have their days planned? | 6 | E | |
| • loves gifts with a personal touch? | 7 | A | |
| • appreciates practical gifts? | 8 | E | |
| • likes items from abroad? | 9 | F | |
| • appreciates the best that money can buy? | 10 | C | |
| • is likely to remember a gift? | 11 | D | |
| • would welcome a trip or an outing? | 12 | D | 13 F |
| • likes exercising? | 14 | F | |

- d. Read the article again and explain the words in bold. Then find the opposites of the highlighted adjectives.

Follow-up

- 5 List the characteristics of each star sign as well as the most appropriate presents for them. Then, in pairs, talk about each sign.



Objectives

Reading: multiple matching; reading for specific information; scanning a text

Vocabulary: shops/departments; star signs; clothes; shopping complaints

Grammar: causative form; reported speech

Use of English: prepositions; phrasal verbs (look, let); error correction; open cloze; idioms and fixed phrases; word formation; key-word transformations

Listening: listening for specific information; listening for detailed information; listening for gist; note taking;

Yes/No; multiple choice; matching the speakers

Speaking: talking about shopping/buying presents; talking about star signs; describing clothes; complaints; expressing preference; agreeing/disagreeing; expressing opinion; talking about the senses; buying clothes; making complaints

Intonation: question intonation

Writing: article describing a visit to a place; a description of clothes; an article about a market

- Read out the title of the unit. Elicit that it is a proverb. Elicit the meaning of the proverb. (*People who are careful with small amounts of money are often wasteful with large amounts.*) Elicit from Ss other proverbs they can think of related to shopping and money. (*A fool and his money are soon parted. You get what you pay for. A penny for your thoughts.*)
- Explain the task. Elicit answers from Ss.

Suggested Answer Key

- *I usually go shopping once a week.*
I do my shopping at supermarkets and shopping centres.
I pay in cash.
- *My parents usually go shopping twice a month.*
They do their shopping at supermarkets and shopping centres and sometimes my mother buys things online.
My parents usually pay in cash but sometimes they pay by credit card.
- *My friends' shopping habits are almost the same as mine.*

- Read the rubric aloud and explain any unknown vocabulary. Explain the task. Elicit answer from Ss.

Suggested Answer Key

- *I love buying presents.*
- *I would buy my six-year-old brother a book because he loves looking at pictures and having people read to him.*
- *I would buy my best friend a diary because she likes to write about the things she does each day.*
- *I would buy my grandparents tickets to the theatre because they don't go out much but they like to do things together and they love plays.*
- *I would buy my boss an expensive pen because it is useful and attractive.*
- As an extension, ask Ss to list other possible gifts.

- 3 a. Explain the task. Play the cassette. Ss listen and write the present and the person who gave it to them. Check Ss' answers. Elicit how Ss feel about each present.

Answer Key (See overprinted answers)

- b. Answer the questions about yourself, then ask Ss to answer the questions.

Suggested Answer Key

The best present ever given to me was a pair of diamond earrings. My parents bought them for me on my birthday.

- 4 a. • Ask Ss to look at the zodiac signs. Explain that there are twelve signs of the zodiac and that your star sign depends on your birth date. Explain that some people believe that your character is determined by your star sign. Elicit from Ss whether they take their zodiacs seriously or if they consider them as just fun. Ask Ss if they think you can know somebody by simply knowing what their star sign is.
- Elicit answers from Ss.

Suggested Answer Key

I was born on 10 September. I am a Virgo. I am neat and tidy and very organised. I like art and reading.

- b. • Read the question and explain unknown vocabulary. Elicit answers from various Ss. Ask Ss if knowing someone's star sign can help in deciding on an appropriate present.

Suggested Answer Key

When I choose a present for someone, I consider their preferences and their hobbies. I don't think knowing someone's star sign can help me decide on an appropriate present because everybody is different.

- Allow Ss 5 minutes to read the text to see if they were correct.
- c. • Explain the task. Read the questions and explain any unknown words. Refer Ss to the tip on p. 39. Point out that they need to follow this advice in order to complete the task successfully.
- Allow Ss two minutes to read part B in the text and elicit why B is the correct answer in the example. (*It contains the reference words 'too polite to hurt your feelings'.*) Ss complete task. Check Ss' answers. Ask Ss to justify their opinions.

Answer Key

(See overprinted answers)

- d. • Allow Ss two or three minutes to read the text again. Ask Ss to explain the words in bold by giving examples or synonyms. Then, ask Ss to find opposites of the highlighted adjectives. They can use their thesauruses if necessary.
- Remind Ss to practise *Reading aloud* using the S's CD/cassette. Ss listen to the text and follow the lines. Ss listen again with pauses, then read out from the text.

Answer Key

antique	≠	modern
polite	≠	impolite, rude
warm	≠	cold, unfriendly
traditional	≠	modern, original
grateful	≠	unappreciative, ungrateful
low	≠	high
typical	≠	different, unique, unusual

Tapescript for Exercise 3a (p. 102) → See p. 103(T)

Ss can refer to p.206 of the S's book for the same tapescript.

- 5 • Ss read text again and write notes about the characteristics of each star sign and their appropriate presents. Ss work in pairs and talk about each sign.

Suggested Answer Key

- Cancer** – sentimental; likes to cook; sensitive
 – is a collector;
 – house; boat; antique ornament; a piece of jewellery; whatever they collect; kitchen things like cooking utensils, tableware; family photograph in a frame
- Libra** – diplomatic; polite; loves beauty; indecisive
 – a piece of art; an ornate mirror; a marble statue; gifts which will enhance their beauty eg. a trip to the beauty salon; a shopping spree for a new outfit
- Capricorn** – not sentimental; likes to feel materially and financially secure; appreciates high quality goods; ambitious; hardworking; dedicated to career; obsessed with time
 – traditional gifts with designer labels; business-related present; watch; antique clock; stylish classic clothes
- Taurus** – has conservative tastes; enjoys luxury; romantic; makes warm, faithful friend; doesn't forget gifts received
 – fine leather goods, fresh flowers, a piece of land, money, wallet, mirror, family memento, gifts of lotions, bath oils, perfumes, tickets for a night at the opera, performance of classical music
- Virgo** – appreciates a bargain; perfectionist; practical, likes to follow routines
 – inexpensive gift; socks; shirts; necessary clothing; something that can help organise life; diary; bookcase; gift connected with health and cleanliness; bath products; diet books
- Sagittarius** – loves to play games; take risks; likes sports; open-minded; optimistic; loves travelling
 – rollerblades, skis, foreign gifts especially if imported, an adventure holiday

- As an extension, Ss can collect information about star signs and prepare a poster for the class. Alternatively, Ss can collect information about other horoscopes (Chinese), and find the similarities and differences. Then, Ss can present their findings to the class.

Tapescript for Exercise 3a (p. 102)

Ss can refer to p.206 of the S's book for the same tapescript.

Tony

The best present ever given to me? Oh that's easy. It was from my parents on my 20th birthday. I had just passed my driving test but I was really short of money so I was still taking the bus to and from work each day. Mum and Dad had dropped a few hints before my birthday and when the big day arrived I was really excited. It was really hard to hide my disappointment when all mum gave me was a small box but when I opened it and found the keys inside, I was so happy. It was the perfect present, so useful and exactly what I wanted.

Linda

It's so difficult to think of just one present. My best friend Amy always gets perfect gifts for me. We're so similar that she knows that if she likes something, then I'm bound to like it too. Maybe it's because we're both Librans. You can see what she got for me last year. It's hanging on the wall over there. Isn't it beautiful? I look at myself in it all the time.

Helen

A couple of Christmases ago some of my friends were going on a skiing holiday. I was so jealous you wouldn't believe it. I had just moved house though so I couldn't afford to go with them. Imagine my surprise when the day before they were supposed to go, they all came round to see me. They said they had clubbed together to get a special present for me and gave me the ticket. It was a major panic to get everything organised in time but it was definitely the best present I have ever had.

PICKING THE PERFECT PRESENT

*I*f you spend hours wondering what to buy your friends and loved ones, why not look to the stars. Knowing someone's star sign can give you a clue about what they would most like to unwrap on their birthdays!

A Cancer (22 June - 22 July)

Cancer's ideal gift would be a house or a boat, but don't worry if you don't have that kind of money to spend! All people **ruled by** Cancer love anything to do with the "good old days", so an **antique** ornament or piece of jewellery is certain to make them smile. Almost every Cancerian collects something, and if you find out what the **Crab** in your life collects, you will never run out of gift ideas. Another of their passions is cooking for their friends and family, and they will definitely appreciate anything which will help them in the kitchen, such as cooking utensils or tableware. If you are on a **tight budget**, remember that Cancer people are sensitive and love to receive presents which have **sentimental** value. A favourite family photograph in a simple frame will make them just as happy as that expensive yacht!

B Libra (23 September - 23 October)

Librans are diplomatic and will tell you that they love whatever you buy them, because they are just too **polite** to hurt your feelings! However, if you want to make them **genuinely** happy, **bear in mind** that anyone born under the sign of Libra loves beauty. A piece of art, an ornate mirror, or a marble statue will guarantee a **warm** response. A gift which allows them to **enhance** their personal beauty will also be well-received, such as a trip to a beauty salon, or a **shopping spree** for a new outfit. Make sure you go along with them to offer a second opinion – Librans are hopeless at making decisions!

C Capricorn (22 December - 19 January)

Capricorns are not usually very sentimental, but they all like to feel materially and financially secure. They enjoy being given gifts with designer labels, as they appreciate high quality goods. All Capricorns are ambitious, hardworking and **dedicated** to their careers, so a business-related present is always a good idea. They are also **obsessed** with time and will be delighted

with a watch or an antique clock. If you are thinking of buying clothes for the Capricorn in your life, make sure they are stylish classics, and not **wacky** fashion statements, as Capricorn people are somewhat **traditional**!

D Taurus (20 April - 20 May)

Taureans have **conservative** tastes, but they do enjoy a **touch of luxury** now and then. They will always be **grateful** for fine leather goods or fresh flowers. What they really hope to receive is a **piece of land** or even cash, but they will be equally pleased with a wallet, a mirror, or a family memento. Give the Taurean in your life a chance to pamper themselves with gifts of lotions, bath oils or perfumes, or treat them to a night at the opera or a performance of classical music. That will appeal to their romantic side and definitely bring a smile to their face. And remember a quality gift is never wasted on a Taurean – they make warm and faithful friends who will never forget what you have given them.

E Virgo (23 August - 22 September)

It is true that Virgos always appreciate a bargain, so if you can find a great gift at a **low** price, they will be thrilled. Nevertheless, don't forget that all Virgos are perfectionists, and will not be impressed by imperfect products. The practical Virgo loves to receive useful presents, such as socks, shirts and other items of clothing which they may need. Virgos are also **creatures of habit** and like to follow routines, so a gift which will help them to organise their lives (a diary or a bookcase, for example) will be a huge success. Anything connected to health and cleanliness will also appeal to your Virgo friends. Bath products and diet books are always on their list of wanted items.

F Sagittarius (22 November - 21 December)

Sagittarians love to play games and take risks. Sport is an obsession with them, so a new pair of rollerblades or skis will always be appreciated. A **typical** Sagittarian is open-minded and optimistic. They love travelling so foreign gifts are ideal, particularly if you have had them **imported**. For the truly perfect present, though, you should send the Sagittarian in your life on an adventure holiday. They will love every minute of it!

Cancer

Leo

Gemini

Taurus

Vocabulary Practice



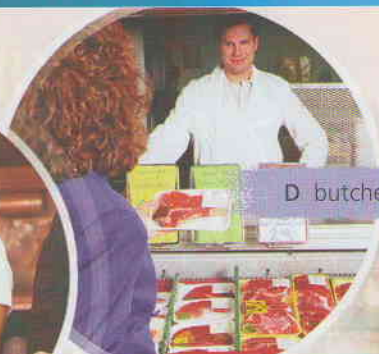
A chemist's



B shoe shop



C bakery



D butcher's



E florist's



F boutique



G department store



H supermarket



I greengrocer's

Shops and Departments

- 6 a. Match the items to the shop(s) where you can buy them. Then, make up sentences, as in the example. (Answers will vary depending on the country.)

- | | |
|-------------------------------|---------------------------------|
| 1 packet of aspirin A | 11 fish H |
| 2 bunch of flowers E, H | 12 packet of biscuits C, H |
| 3 sugar H | 13 washing-up liquid H |
| 4 black shoe polish B, G, H | 14 carrots H, I |
| 5 mangoes H, I | 15 pair of tights A, B, F, G, H |
| 6 lamb chops D, H | 16 toothpaste A, H |
| 7 pair of black gloves F, G | 17 chocolate cake C, H |
| 8 pair of black leggings F, G | 18 beef steaks D, H |
| 9 bar of soap A, H | 19 tinned soup H |
| 10 bread C, H | 20 thermometer A |

You can buy a packet of aspirin at a chemist's.

- b. In pairs, ask and answer, as in the example.

A: I'm going to the butcher's. Do you need anything?
 B: Yes, please. Could you pick up six lamb chops?
 A: Sure! Anything else?
 B: No, thanks.

- 7 In pairs, complete the table. You can add your own ideas. Then make up sentences as in the example.

• cooker • hammer • envelopes • carpet • toothpaste • fruit • jacket
 • washing powder • bracelet • ketchup • vacuum cleaner • deodorant • pen
 • lamp • furniture polish • washing machine • shirt • ring • rice • birthday card • mirror
 • shampoo • dress • bleach • necklace • screwdriver • cornflakes • nails • tie

Electrical Appliances cooker, washing machine, vacuum cleaner

Furnishings carpet, lamp, mirror

Stationery envelopes, pen, birthday card

Cleaning Products washing powder, furniture polish, bleach

Toiletries toothpaste, deodorant, shampoo

Groceries fruit, ketchup, rice, cornflakes

Clothing jacket, shirt, dress, tie

Jewellery bracelet, ring, necklace

Hardware hammer, screwdriver, nails

Cookers, ... are electrical appliances.

- 6 a. Explain task and elicit/explain the meaning of any unknown words. Ss work in pairs and complete the task. Check Ss' answers.

Answer Key (See overprinted answers)

Suggested Answer Key

- 2 You can buy a bunch of flowers at a florist's and a supermarket.
- 3 You can buy sugar at a supermarket.
- 4 You can buy black shoe polish at a shoe shop, department store and supermarket.
- 5 You can buy mangoes at a supermarket and a greengrocer's.
- 6 You can buy lamb chops at a butcher's and at a supermarket.
- 7 You can buy a pair of black gloves at a boutique and a department store.
- 8 You can buy a pair of black leggings at a boutique and a department store.
- 9 You can buy a bar of soap at a chemist's and a supermarket.
- 10 You can buy bread at a bakery and a supermarket.
- 11 You can buy fish at a supermarket.
- 12 You can buy a packet of biscuits at a bakery and a supermarket.
- 13 You can buy washing-up liquid at a supermarket.
- 14 You can buy carrots at a supermarket and a greengrocer's.
- 15 You can buy a pair of tights at a chemist's, a shoe shop, a boutique, a department store and a supermarket.
- 16 You can buy toothpaste at a chemist's and a supermarket.
- 17 You can buy chocolate cake at a bakery and a supermarket.
- 18 You can buy beef steaks at a butcher's and a supermarket.
- 19 You can buy tinned soup at a supermarket.
- 20 You can buy a thermometer at a chemist's.

- b. Explain the task. Model the dialogue with a S. Ss work in pairs and act out the dialogues. Monitor Ss' performance. Ask some pairs to present their dialogues to the class.

(Ss' own answers)

- 7 Explain the task. Go through the list and the headings in the table. Elicit the meaning of any unknown words by giving examples or miming. (**hammer:** You use a hammer to hit nails.) (mime the action) Ss work in pairs and complete the table. Check Ss' answers. Ask some Ss to present their sentences to the class.

Answer Key (See overprinted answers)

Suggested Answer Key

- Cookers, vacuum cleaners and washing machines are electrical appliances.
- Carpets, lamps and mirrors are furnishings.
- Envelopes, pens and birthday cards are stationery.
- Washing powder, furniture polish and bleach are cleaning products.
- Toothpaste, deodorant and shampoo are toiletries.
- Fruit, ketchup, rice and cornflakes are groceries.
- Jackets, shirts, dresses and ties are clothing.
- Bracelets, rings and necklaces are jewellery.
- Hammers, screwdrivers and nails are hardware.

- 8 a. • Ask Ss what the difference is between a shop and a shopping centre and whether there are many shopping centres in their country. Elicit what kind of things can be bought at a shopping centre.
- Explain the task. Read instructions and questions. Play the cassette. Ss do exercise. Check Ss' answers by playing the cassette again with pauses.

Answer Key (See overprinted answers)

- After checking Ss' answers ask where they might hear such a text and who might be interested in it and why.

Suggested Answer Key

The text is an announcement that would be heard in a shopping centre. Shoppers would be interested in it because it explains where certain shops are located in the shopping centre and what they sell.

- As an extension, Ss think of a shopping centre in their area and write a similar announcement. Refer Ss to the tapescript section of their book so that they can use the script from Ex. 8 as a model for their announcement. Alternatively, Ss can tape their announcement and play the cassette in class in the next lesson.
- b. Explain the task. Model the dialogue with a S. Ss work in pairs and talk about what they need to buy and where they can buy it. Monitor Ss' performance around the class. Then choose some pairs to present their dialogues to the class.

Suggested Answer Key

A: *I'm cleaning my house tomorrow and I need some furniture polish. Any ideas where to go?*

B: *Try the cleaning products department at Tesco. They have a great selection of cleaning supplies.*

A: *Where's that?*

B: *On the ground floor.*

A: *I'm building a bookshelf and I need some nails. Any ideas where to go?*

B: *Try the hardware department at Homebase. They have a great selection of DIY supplies.*

A: *Where's that?*

B: *On the first floor. etc*

- 9 a. Explain that the words in the list refer to pattern and style. Do the exercise with Ss. Ask the Ss which person is wearing a suit; a dress etc.

Answer Key (See overprinted answers)

- b. Elicit the meaning of unknown words in the prompt boxes by pointing to Ss who are wearing an example of it or by giving examples. In turns, Ss describe the clothes in the pictures, then describe what their classmates are wearing.

Suggested Answer Key

Jeffrey is wearing a long-sleeved plaid shirt, baggy blue jeans and black trainers.

Suzy is wearing a flowery short-sleeved dress, white socks and white flat shoes.

Mark is wearing a blue pinstripe suit, a blue shirt, a striped tie and brown shoes.

Nancy is wearing a red and white polka-dot dress, black socks and black flat shoes.

- c. Elicit the names of various garments from Ss and which are worn by women/men/both. Ss work in pairs and do the exercise. Check Ss' answers.

Suggested Answer Key

high-heeled shoes, blouses, dresses, skirts, leggings, tights

- d. Ss work in pairs and do the exercise. Check Ss' answers.

Suggested Answer Key

- *a wedding: I'd wear an evening dress and high heeled shoes.*
- *the beach: I'd wear a bathing suit, shorts, a T-shirt and sandals.*
- *a friend's birthday party: I'd wear jeans, a shirt and flat shoes.*

Writing Project

Help Ss by bringing in fashion magazines and clothing catalogues to show them what they are expected to do for the task. Explain the task and any unknown words. Assign the project as written HW.

Suggested Answer Key

This is a dress made of cotton. It is a casual dress suitable for work or a night on the town. It sells for £75 at Holt Renfrew.

- 10 a. Explain the task and read out the list. Explain that the list contains words describing flaws which clothing may have, even when they are new. Explain any unknown words by miming or pointing to a S who has a zip, button, pocket, etc. Play the cassette. Ss do the exercise. Check Ss' answers. Elicit how the man sounds from Ss.

Answer Key (See overprinted answers)

- b. • Explain the task. Play the cassette. Ss do the exercise. Check Ss' answers. Elicit how the woman sounds from Ss.

Answer Key (See overprinted answers)

- Choose two Ss to model the dialogue. Then Ss work in pairs and act out similar dialogues. Monitor Ss' performance, then ask some pairs to present their dialogues to the class.

Tapescript for Exercise 8a (p. 105)

Ss can refer to p.206 of the S's book for the same tapescript.

Hello shoppers! Welcome to Lewston Shopping Centre! On the ground floor, you will find W H Smith, the newsagent's, Boots, the chemist's and Tesco supermarket. Why not stop for a coffee at Starbucks or grab a bite to eat at McDonald's – which are also on the ground floor? Next is having its end of season sale so why not pop in and check out the clothing bargains before you head upstairs?

On the first floor, Debenhams department store also has up to 40% off selected items. Habitat furniture shop has lots of great deals, too, as does Dixons where this month's special deal is a DVD player for only £199! Fancy a spot of DIY this weekend? Then, Homebase has everything you need. Or, if you would rather relax and listen to some music, HMV can satisfy every taste from Mozart to Marilyn Manson. And if you're looking for something special for the lady in your life, Payne & Son has an extensive range of gold and silver jewellery for you to choose from. Whatever you want to buy – you're sure to find it here at Lewston Shopping Centre. Happy shopping!

Tapescript for Exercise 10a (p. 105) → See p. 106(T)

Ss can refer to p.207 of the S's book for the same tapescript.

Tapescript for Exercise 10b (p. 105) → See p. 106(T)

Ss can refer to p.207 of the S's book for the same tapescript.

- 8 a. Here is a floor plan of the Lewston Shopping Centre. Listen and fill in the spaces.

Lewston Shopping Centre

Ground Floor

- ◆ W H Smith – newsagent's
- ◆ Boots – 1) chemist's
- ◆ Tesco – 2) supermarket
- ◆ Starbucks – coffee shop
- ◆ McDonald's – fast food restaurant
- ◆ Next – clothing

First Floor

- ◆ Debenhams – 3) department store
- ◆ Habitat – 4) furniture shop
- ◆ Dixons – electrical goods
- ◆ Homebase – DIY
- ◆ HMV – CDs
- ◆ Payne and Son – jeweller's

- b. In pairs, use words from Exs 7 & 8 to act out dialogues, as in the example.

- A: I've got to buy **a birthday card for my aunt**. Any ideas where to go?
 B: Try the stationery department at **W H Smith**. It has a great selection of **cards**.
 A: Where's that?
 B: On the **ground floor**.

Clothes

- 9 a. Look at the pictures. Say who is wearing something:

- striped **Mark**
- polka-dot **Nancy**
- denim **Jeffrey**
- loose/baggy **Jeffrey**
- plaid **Jeffrey**
- flowery **Suzy**
- tight **Gloria**



- b. Using the prompts, describe the clothes in the pictures.

STYLE/PATTERN

- straight • flared • baggy/loose
- tight • long sleeved • plaid
- short sleeved • plain • pinstriped
- flowery • checked • polka-dot

MATERIAL

- leather • cotton
- suede • wool
- nylon • denim

FOOTWEAR

- boots • sandals
- trainers
- flat shoes
- high-heeled shoes

TYPE OF CLOTHING

- jacket • sweater • blouse • anorak
- evening dress • tuxedo • waistcoat
- T-shirt • skirt • jeans • shirt • suit
- dress • jumper • socks • leggings
- shorts • tights • trousers

Gloria is wearing a black and yellow nylon anorak, a white T-shirt, tight black trousers and black leather boots.

- c. Write down five items of clothing that only women wear, then compare your list with your partner's.
- d. Which clothes would you wear to:
- go skiing • a wedding
 - the beach
 - a friend's birthday party

I'd wear a sweater, jeans, a jacket and boots to go skiing.

Writing Project

Design your own fashion section for a women's magazine. Cut out pictures from fashion magazines and write a description of the clothes. Write about: *the material; if it is formal/casual; occasion suitable for; price; where you can buy it.*

Shopping Complaints

- 10 a. Listen to the dialogue and tick (✓) the problems that the man has with his new jacket. How does he sound? **The man sounds polite but quite angry.**

- 1 broken zip
- 2 missing buttons ✓
- 3 torn lining ✓
- 4 loose stitching
- 5 loose buttons
- 6 stained sleeve ✓
- 7 uneven sleeves ✓
- 8 uneven pockets

- b. Listen and match the objects to the problems. How does the woman sound? **The woman sounds angry.** In pairs, act out dialogues, as in the example.

- | | |
|------------|------------------------|
| 1 table | A cracked |
| 2 mirror | B stained |
| 3 carpet | C scratched |
| 4 cushions | D broken |
| 5 TV | E torn |

- 1 A: Good afternoon, Madam. How can I help you?
 B: I want to return this table. When it was delivered this morning, I found that it was scratched.
 A: Oh I'm terribly sorry, Madam. Would you like us to repair it for you?
 B: No. I would prefer to have a refund.

Causative Form

Grammar Reference

- 11 a.** Study the examples. Who did the action himself/herself?

Jane & Steve.

Jane **cleaned** her coat.

Sue **had** her coat **cleaned**.

Mike **had** his car **repaired**.

Steve **repaired** his car.

- b.** Complete the rule.

To say that we arrange for someone else to do something for us we use **the correct form of the verb 'to have' + object + past participle of the verb.**

- 12** In pairs, ask and answer questions, as in the examples.



- 1 cut/hair (X)
A: Did you cut your hair?
B: No, I had it cut.
- 2 tidy/bedroom (✓)
A: Did you tidy your bedroom?
B: Yes, I tidied it myself.
- 3 wash/dishes (✓)
- 4 decorate/living room (X)
- 5 iron/skirt (✓)
- 6 change/tyre (X)
- 7 install/air conditioning (X)
- 8 fix/bike (X)

- 13** In pairs use the prompts to ask and answer questions, as in the example.

- barber's • laundrette
- jeweller's • garage • optician's

- 1 watch/fix
A: Where can I have my watch fixed?
B: At the jeweller's.
- 2 eyes/test
- 3 car/repair
- 4 clothes/wash
- 5 moustache/trim

- 14** Complete the sentences using the causative.

- 1 Andy's suit was dirty so he took it to the cleaner's.
Andy **had his suit cleaned**.
- 2 Jane is in the hairdresser's at the moment. She is changing her hair colour.
She is **having her hair colour changed**.
- 3 Claire's TV isn't working so she is taking it back to the shop to be repaired.
Claire is going **to have her TV repaired**.
- 4 This is the third time Steve's flat has been decorated since he moved in.
Steve **has had his flat decorated three times since he moved in**.
- 5 Chris is being measured for a new suit at the tailor's today.
Chris **is having a new suit made**.

Reported Speech

Grammar Reference

- 15** Fill in the correct verb **said, told, asked**, to change the sentences from direct speech into reported speech. How do we use these verbs in reported speech?

said is followed by a that clause – **told** is used with a personal object – **asked** is used to pose a question in a wh- clause or if- clause

Wait outside!

- 1 He **told** me to wait outside.

I like it!

- 2 He **said** that he liked it.

Jane, I'm going to be late!

- 3 He **told** Jane that he was going to be late.

Can you help me?

- 4 He **asked** me if I could help him.

Don't speak so fast!

- 5 He **told** me not to speak so fast.

- 16** Underline the correct tense. What were the speakers' exact words?

- 1 A: Where's Ann?
B: She's gone home. She said she wasn't feeling/isn't feeling well.
"I'm not feeling well."
- 2 A: Is Mike coming to the party tomorrow?
B: He told me that he will come/would come straight after work.
"I'll come straight after work."
- 3 A: Are you going to the supermarket tonight?
B: No, John said that he would do/have done the shopping this week. "I'll do the shopping this week."
- 4 A: Sarah asked me to help her with her essay.
B: Yes, she told me that she was having/has problems with it.
"I'm having problems with my essay."
- 5 A: When I saw Julie this morning she said that she was going/went into town. "I'm going into town."
B: Yes, I bumped into her at the bus stop. She said that she was doing/is doing her Christmas shopping. "I'm doing my Christmas shopping."

- 11 a. Revise the causative form. Explain the task. Elicit answers from Ss.

Answer Key (See overprinted answers)

- b. Elicit the rule from Ss. Refer Ss to the Grammar Reference Section for more detail.

Answer Key (See overprinted answers)

- 12 • Ask Ss to look at picture and say what is happening. Check that Ss use the causative form: *The boy is having his hair cut*. Go through the examples with Ss. Then Ss work in pairs and complete the exercise. Check Ss' answers.

Answer Key

3 A: Did you wash the dishes?

B: Yes, I washed them myself.

4 A: Did you decorate the living room?

B: No, I had it decorated.

5 A: Did you iron your skirt?

B: Yes, I ironed it myself.

6 A: Did you change the tyre?

B: No, I had it changed.

7 A: Did you install the air conditioning?

B: No, I had it installed.

8 A: Did you fix your bike?

B: No, I had it fixed.

- As an extension, Ss can say who did the job for them (1 barber; 4 home decorator; 6 mechanic; 7 technician; 8 mechanic).

- 13 Explain the task and elicit what one can have done in each shop. Model the dialogue with a S. Ss work in pairs and do the task. Check Ss' answers by having some pairs present their answers to the class.

Answer Key

2 A: Where can I have my eyes tested?

B: At the optician's.

3 A: Where can I have my car repaired?

B: At the garage.

4 A: Where can I have my clothes washed?

B: At the laundrette.

5 A: Where can I have my moustache trimmed?

B: At the barber's.

- 14 Explain the task. Read the example. Ss do the task. Check Ss' answers.

Answer Key (See overprinted answers)

- 15 • Elicit from Ss what reported speech is. Pick a S to say something and then pick another S to tell the class what he said, using reported speech. Go around the class asking Ss for additional examples.
- Explain the task. Ss do the task. Check Ss' answers. Elicit the rules of reported speech. Refer Ss to the Grammar Reference Section for further detail.

Answer Key (See overprinted answers)

- 16 Explain the task. Ss work in pairs and do the task. Check Ss' answers.

Answer Key (See overprinted answers)

Tapescript for Exercise 10a (p. 105)

Ss can refer to p.207 of the S's book for the same tapescript.

Salesperson: Good morning, Sir. Can I help you?

Customer: I hope so. My wife bought me this jacket for my birthday but there are quite a few problems with it.

Salesperson: What kind of problems, Sir?

Customer: Well, first of all there are two missing buttons. Secondly the lining is torn and there is a stain on the sleeve, right here, look!

Salesperson: Yes Sir, I can see the problem. We can repair the damage and have it cleaned for you if you would like to keep it.

Customer: Unfortunately, there is another, more serious, problem. When I tried it on, I noticed that one sleeve is longer than the other. I'll try it on and show you!

Salesperson: No, Sir, that won't be necessary. I can see for myself that the sleeves are uneven. I am terribly sorry the jacket is obviously defective. Would you like to exchange it for something else or would you prefer a refund?

Customer: A refund, please.

Tapescript for Exercise 10b (p. 105)

Ss can refer to p.207 of the S's book for the same tapescript.

Mgr: Good afternoon, Madam, can I help you?

Woman: I certainly hope so. Your salesgirl wasn't very helpful at all. In fact, I found her to be rather rude!

Mgr: Yes, Madam, I do apologise. Now, what seems to be the problem.

Woman: Well, last week I came in here and bought a few things for the house. We've just had it redecorated you know and I wanted to splash out a bit ... Anyway, the delivery van came yesterday and after I had unpacked everything, I noticed that several pieces were damaged. First of all, the table was badly scratched. In fact, there were quite a few scratches on it.

Mgr: May I ask if it was scratched when you bought it?

Woman: Of course it wasn't. And there's more! There was a large crack running down the left side of the mirror.

Mgr: I see. Well obviously we ...

Woman: Wait a minute. I haven't finished yet. Where was I? Let me see... scratched table, cracked mirror, what else? Oh yes, the carpet. There was a nasty stain on the carpet, it looks like someone has spilt tea or coffee on it. It looks awful! Oh yes and the cushions! Well, the brown ones are okay but the cream coloured ones are both badly torn... And as for the TV, it just doesn't work! We plugged it in, switched it on and...nothing. No sound, no picture, nothing! I really don't know how you can sell merchandise in such awful condition. You should be ashamed! What am I supposed to do with torn cushions, a stained carpet and a broken TV?

Mgr: I really am most dreadfully sorry, Madam. Naturally we will replace all the damaged items and please accept my sincere apologies ...

Woman: Well, to be honest, I was going to demand a full refund but ...

- 17 Explain the task and questions. Ss do task in pairs. Check Ss' answers.

Answer Key

- 2 Jane told her to keep her receipt in case she wanted to return them.
- 3 Jane asked if/whether she would like a bag for them.
- 4 Jane said that it came to £34.95 altogether. or Jane told her (that) it came to £34.95 altogether.
- 5 Jane asked her how she would like to pay.
- 6 Jane told her to sign there.

- 18 Explain the task. Ask two Ss to model the dialogue. Ss do the task. Check Ss' answers by asking some Ss to present their answers to the class.

Answer Key

James said he was fine.

Mark asked why he wasn't at work.

James said (that) he had taken a day's holiday, because he had so much to do.

Mark asked James if/whether he was still looking for a new flat. James said that he had found a place on Porter Street the day before. He said that was why he was so busy. He said (that) he was moving that afternoon. He said (that) he was just going into town to collect the van he had hired to move all his things.

- 19 Write: – What time is it?; Is Joan coming? – on the board. Elicit reported questions from Ss and focus Ss' attention on how each changes. Refer Ss to Grammar Reference Section if necessary. Ss do exercise. Check Ss' answers.

Answer Key

- 1 Lucy asked Jenny if/whether she knew what time the bank closed on Saturdays.
- 2 Jack asked if/whether anyone had seen Jill that morning.
- 3 Pete asked Jane where she was going the following night.
- 4 Laura asked Tony who was coming to lunch that day.
- 5 Richard asked Ann if/whether she had ever been there before.

- 20 a. • Explain that this task works with Appendix 1 at the back of the book.
• Go through the letters P & O with Ss. Ss work in pairs and do the exercise. Check Ss' answers. Elicit meanings of phrases from Ss. Ss should memorise these phrases.

Answer Key (See overprinted answers)

(Ss' own answers)

Appendix 1 (p. 107)

Ss can refer to pp.183-184 of the S's book for the same appendix.

O

• obedient to (adj) • object to (v) • objection to (n) • obliged to sb for sth (adj) • obvious to (adj) • occur to (v) • operate on (v) • opinion of/on (n)

P

• part with (v) • patient with (adj) • persist in (v) • (take a) photograph of (n) • picture of (n) • pity for (n) • take pity on sb (phr) • pleasant to (adj) • pleased with (adj) • (take) pleasure in (n) • (have the) pleasure of (n) • point at/to (v) • (im)polite to (adj) • popular with (adj) • praise sb for (v) • prefer sth to sth else (v) • prepare for (v) • present sb with (v) • prevent sb from (v) • (take) pride in (n) • pride oneself on sth/on doing (v) • prohibit sb from doing sth (v) • prone to (adj) • protect against/from (v) • protection from (n) • proud of (adj) • provide sb with (v) • punish sb for (v)

- b. • Explain the task. Explain that these phrases are taken from the text on p. 103. Ss do the task. Check Ss' answers.

- Then, Ss choose five phrases and make up sentences. Alternatively, assign the task as written HW. Ss prepare the sentences for the next lesson. Check Ss' answers. Ss should memorise these phrases.

Answer Key (See overprinted answers)

(Ss' own answers)

- 21 • Explain that this task works with Appendix 2 at the back of the book.
• Do item 1 with Ss, then Ss complete the task. Check Ss' answers. Allow Ss some time to look up the phrasal verbs and explain the phrasal verbs in their own words. Ss should memorise these phrasal verbs.

Answer Key (See overprinted answers)

Suggested Answer Key

- 1 look after: to take care of
- 2 let off with: to lightly punish sb
- 3 look into: to examine the facts about sth
- 4 let down: to disappoint sb
- 5 look at: to inspect
- 6 let out: to make clothes wider
- 7 look down on: to have a low opinion of sb
- 8 look through: to read

Appendix 2 (p. 107)

Ss can refer to pp.186-187 of the S's book for the same appendix.

Let

let down = 1) (tr) (of clothes)

lengthen (= take up); 2) (tr) disappoint

let in(to) = allow sb to enter a place

let off = (tr) not punish

let on = (int) reveal a secret

let out = 1) (tr) release; 2) (tr) (of

clothes) make larger (= take in)

let up = (int) become less strong

Look

look after = (tr) take care of

look back (on) = (tr) consider the past

look down on = (tr) despise (= look up to)

look forward to = (tr) anticipate with pleasure

look in on sb = (tr) pay a short visit to

look into = (tr) investigate

look on = (int) observe

look out = (int) be careful

look out for = (tr) be alert in order to see/find sb/ sth

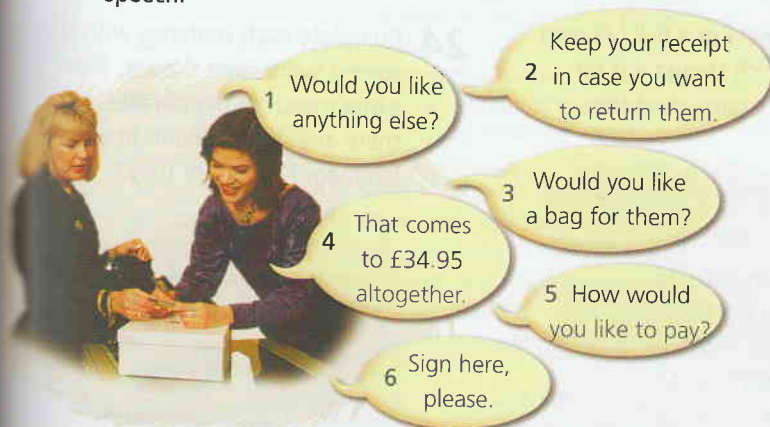
look over = (tr) examine carefully; go through

look round = (tr) inspect a place

look through = (tr) look at quickly

look up = (tr) look for sth in an appropriate book/list

17 Rewrite the shop assistant's comments as reported speech.



1 Jane asked if she would like anything else.

18 Read the dialogue, then report the conversation that Mark had with James.

Mark: Oh, hi James. How are you?
 James: I'm fine.
 Mark: Why aren't you at work?
 James: I've taken a day's holiday because I have so much to do.
 Mark: Are you still looking for a new flat?
 James: Actually, I found a place on Porter Street yesterday. That's why I'm so busy, I'm moving in this afternoon. I've just come into town to collect the van I've hired to move all my things ...

Mark asked James how he was.

19 Rewrite the direct questions as reported speech.

- 1 "Do you know what time the bank closes on Saturdays?" Lucy asked Jenny.
- 2 "Has anyone seen Jill this morning?" Jack asked.
- 3 "Where are you going tomorrow night?" Pete asked Joan.
- 4 "Who is coming to lunch today?" Laura asked Tony.
- 5 "Have you ever been here before?" Richard asked Ann.

Prepositions

Appendix 1

20 a. Fill in the correct preposition. Then in your own words explain the prepositional phrases.

- 1 He is very proud of his daughter, especially now she is at university.
- 2 Many people object to the council's plan to build a new road through the town centre.

- 3 She was wearing a long thick coat and a scarf to protect herself from the cold.
- 4 Mark takes great pleasure in doing the Christmas shopping.
- 5 Jane can't part with this ring. Her mother gave it to her when she graduated from university.
- 6 He's a good teacher and very popular with his students.
- 7 Heather prides herself on her honesty.
- 8 Graham takes pride in his job.
- 9 The thought had never occurred to Malcolm before.
- 10 She has very sensitive skin and is prone to getting all sorts of rashes.
- 11 The doctors need to operate on him.
- 12 The government is introducing new laws to prevent people from getting away with online crime.

b. Fill in the correct preposition. Then, choose any five phrases and make sentences using them.

- 1 to be on a tight budget; 2 to bear sth in mind; 3 to be hopeless at sth; 4 to be dedicated to sth; 5 to be delighted with sth; 6 to be grateful for sth; 7 to be pleased with sth; 8 to appeal to sb; 9 to be on a list

Phrasal Verbs

Appendix 2

21 Fill in the correct particles. Then explain the phrasal verbs.

- 1 I'm looking after my niece at the weekend. Her parents are going away.
- 2 Since it was his first offence, they let him off with a caution.
- 3 The police are looking into the theft at the school.
- 4 You have to come tonight. Dawn will be really upset if you let her down.
- 5 Charlie spoke to the estate agent and we're going to look at the flat this afternoon.
- 6 I must have put on weight. I'll have to let these trousers out.
- 7 She's so arrogant. She always seems to be looking down on the rest of us.
- 8 James looked through his essay again before he handed it in.

Error Correction

- 22** Read the text below and look carefully at each line. Put a tick (✓) next to the lines which are correct. If it has a word which should not be there, write this word on the line. There are two examples at the beginning.

Shopping Online

I really love to shopping online. I buy everything on the Internet: books, CDs, even my groceries. It wasn't always about like this, though. I have had my computer for years and I always enjoyed surfing the Net but I had never used it to buy anything. Even as though I knew most sites were more safe and trustworthy, I was worried about who might get hold out of my credit card number and whether anything I paid for would actually arrive. Finally, one of my friends convinced me to give it up a try and so I decided to do my Christmas shopping online. It was so many easy; everything I wanted was there at the touch of a button. I didn't have to fight my way through the crowds in the bad weather or struggle to carry through my shopping home at the end of the day. Everything arrived in plenty time and in perfect condition and since to then, I've been hooked. It saves me time and makes shopping a real pleasure.

- 00 to
0 ✓
1 about
2 ✓
3 as
4 more
5 out
6 ✓
7 ✓
8 up
9 many
10 ✓
11 the
12 through
13 plenty
14 to
15 ✓

Open Cloze

- 23** Read the text and think of the word which best fits each gap. Use only ONE WORD in each gap.

Ads Everywhere!

Advertising has become a part 1) of everyday culture. People are exposed 2) to hundreds of adverts every day whenever they switch 3) on the TV or radio or open a newspaper or magazine. This means that we know all 4) of/about the tricks that advertisers use to sell us their products and so they need to work harder 5) than ever to keep us interested. The latest trend designed to do this is known 6) as ambient advertising. This is the practice of putting ads in unusual places to make the product stick 7) in people's minds. It also allows the advertisers to 8) be flexible and to try all sorts of new approaches to advertising. Ambient ads started out on the sides of taxis and the backs of bus tickets but even these 9) have now become commonplace. One recent award-winning campaign advertised a modern art agency 10) by putting stickers on everyday objects 11) such as lamp-posts and paving stones, describing them as 12) if they were works of art. Another involved projecting images of an English football team onto the White Cliffs of Dover 13) to promote a brand of trainers. It seems that wherever you go 14) these days some advertising agency will have got 15) there first and will be desperately trying to grab your attention.

Idioms & Fixed Phrases

- 24** Complete each sentence with the correct word from the list. Then explain each of the phrases. Are there any similar idioms in your language? What are they?

hat



glove



shirt



trousers



shoes



- I love your new dress, it's such a beautiful colour and it fits you like a glove.
- Elaine doesn't want anybody to know about her new job yet, so keep it under your hat.
- She's so bossy. I think it's obvious who wears the trousers in her family.
- I wouldn't want to be in Mike's shoes when his boss finds out he wasn't really sick last week.
- If the deal goes wrong, he's going to lose his shirt.

- 22 • **Pre-Reading:** Read the title. Elicit what people can buy online, then ask Ss if they have ever shopped this way. Ask Ss why people might shop online (*convenience, available 24 hours a day, can buy things from other towns/countries, etc.*).
- Explain that in this type of exercise Ss are given a text in which some lines contain a mistake in the form of an extra word which needs to be removed. Read out the title of the article. Elicit from Ss what the text might be about. Ask Ss to skim the text to get the gist and say what the article is about. (Refer Ss to the tip on p. 13 if necessary.)
 - Read out the first line. Focus Ss' attention on the word **to**. Ask Ss to explain why **to** is extra and therefore wrong (*the -ing form is used after love to express general preference*).
 - Read out the second line of the text. Elicit that it does not contain a mistake. Point out that Ss need to read the article line by line, not sentence by sentence.
 - Ask Ss to read the third line and look for a mistake. Continue with the rest of the text. Ss should always justify their answers.
 - When Ss have completed the task, ask individual Ss to read through the corrected text.

Answer Key (See overprinted answers)

- 1 'not always like this' is the appropriate structure
- 3 'even though' is the appropriate set phrase
- 4 we don't need a comparative in this sentence
- 5 'get hold of' is the appropriate set phrase
- 8 'give it a try' is the appropriate set phrase
- 9 'many' is used to modify a countable noun, not an adjective
- 11 'weather' does not require a definite article
- 12 'carry' is not used as a phrasal verb in this sentence
- 13 'in time' is the appropriate set phrase
- 14 this sentence does not require a preposition

- **Post Reading:** Ss read the article again and underline why, at first, the woman was afraid to shop online. Then, Ss can talk about the advantages and disadvantages of shopping online.
 - As an extension ask Ss: *What type of writing is it? (an article); Where could it be found (a newspaper, etc)*
- 23 • **Pre-Reading:** Ask Ss to look at the title of the article. Ask Ss: *What is your favourite advertisement? Why?* Ss can work in pairs and compare their favourite advertisements.
- Ask Ss to skim the text to get the gist.
 - Read the example. Ask Ss to explain why **of** is the correct answer (*a part of is a fixed phrase*).
 - Do item 1 with Ss. Ask Ss to look at the words before and after each gap and then decide on the missing word. (Refer Ss to the tip on p. 24 if necessary.) Ss work in pairs and do the exercise.
 - Check Ss' answers on the board.

Answer Key (See overprinted answers)

- 2 be exposed to
- 3 switch on: phrasal verb
- 4 all of/all about sth
- 5 comparative + than
- 6 known as: fixed phrase
- 7 stick in sb's mind
- 8 allow sb + to be + adj
- 9 have become + n

- 10 do sth by + v -ing
- 11 such as: fixed phrase
- 12 as if: fixed phrase
- 13 to + verb
- 14 these days: fixed phrase
- 15 refers to place

- **Post Reading:** In pairs or groups, Ss think of a product and write an advertisement for it. Ss present their ads to the class.

- 24 Explain the task and read the questions. Allow Ss three minutes to complete the task. Check Ss' answers. In pairs, Ss think of meanings for the idiomatic phrases. Choose pairs to give their answers to the class. Ss think of similar phrases in their own language and share them with the class.

Answer Key (See overprinted answers)

- 1 to fit perfectly
- 2 to keep a secret
- 3 to be in charge
- 4 to be in sb's position
- 5 to lose everything one has

Game

Play the game as instructed in the Student's Book. Each time a letter is used cross it out.

Suggested Answer Key

c - cap: a head covering
 d - dress: clothing for females
 e - ear muffs: to keep ears warm
 f - fur coat: winter clothing
 g - gloves: to keep hands warm
 h - hat: to keep head warm and dry
 i - insulated boots: to keep warm
 j - jacket: to keep warm
 k - knee socks: to keep feet warm
 l - leggings: to keep legs warm
 m - mittens: to keep hands warm
 n - night gown: kind of pyjamas
 o - oilskins: to keep dry
 p - pinafore: to keep clothes clean
 q - quilted jacket: to keep warm
 r - rain coat: to keep dry
 s - stockings: leg coverings
 t - trousers: piece of clothing
 u - underclothes: worn next to the skin
 v - vest: piece of underwear
 w - waist coat: part of a suit

- 25 a. Explain the task. Ss do the task. Check Ss' answers.
 In pairs, Ss think of meanings for the fixed phrases.

Answer Key (See overprinted answers)

- 1 to lose one's nerve: to become afraid to do sth
- 2 the name of the game: to be important
- 3 to be neither here nor there: to not matter
- 4 nearest and dearest: people one is close to
- 5 to have a nose for trouble: to have a natural ability to find trouble
- 6 day and night: all the time
- 7 to be nose to tail: front of vehicle is close behind another

- b. • Read number 7 aloud and elicit meaning of the phrase from Ss.
 • As an extension, Ss can try to discover the origins of the other fixed phrases in the exercise.

Answer Key (See overprinted answer)

- 26 • **Pre-Reading:** Ask Ss to look at the title of the article, and guess what the article is about. Ask Ss if they have ever used a credit card.
 • Explain that the words in bold are the stem from which the missing words are derived.
 • Allow Ss five minutes to complete task. When Ss have completed the exercise, choose individual Ss to read out the text.

Answer Key (See overprinted answers)

- **Post Reading:** Ask Ss to talk about the advantages and disadvantages of credit cards. Alternatively, Ss can write five rules for using credit cards wisely.
- As an extension ask Ss: *What type of writing is it? (an article); Where could it be found? (a newspaper or magazine)*
- Remind Ss of the table they started in earlier units. Draw the table on the board.

VERB	NOUN (person)	NOUN (abstract)	ADJECTIVE	ADVERB
tempt	–	temptation	tempting	–
–	–	–	particular	particularly
–	–	–	certain	certainly
use	user	use	useful; useless	–
expect	–	expectation	expecting	–
apply	applicant	application	–	–
–	–	advantage; disadvantage	advantageous	–
–	–	difficulty	difficult	–
act	–	act	actual	actually
–	–	danger	dangerous	dangerously
pay	–	payment	–	–

- 27 • Explain the task. (Refer Ss to the tip on p. 13 if necessary.) Point out that the second sentence should have the same meaning as the first sentence. Also remind Ss that they should use the word in **bold** without changing it, and that they must complete the gap with two to five words.
 • Do item 1 with Ss. Elicit the grammar structure tested. Then Ss work in pairs and complete the exercise. Check Ss' answers.

Answer Key (See overprinted answers)

Competition Game

In teams, say the name of a product (e.g. a piece of clothing, an electrical appliance, etc) and its definition/use. Start with the letter A and continue to W in order. Each correct answer gets 1 point. The team with the most points is the winner.

Team AS1: **anorak:**

It's a piece of clothing we wear when it's rainy.

Team BS1: **boots:**

They are footwear which we wear when it's cold and rainy.

- 25** a. Fill in the correct word from the list. Then explain each of the fixed phrases in bold.

• night • name • trouble • nerve
• here • tail • dearest

- I better go and talk to her now before I **lose my nerve**.
- Technology is the **name** of the **game** these days, isn't it?
- What I think is **neither here nor there**, it's what Jack says that is important.
- At a difficult time like this it makes sense to spend time with your **nearest and dearest**.
- Those kids seem to have a **nose** for **trouble**. They're always getting into mischief.
- She went to complain to the neighbours because recently they have been playing really loud music **day and night**.
- It took us hours to get home, the traffic was **nose to tail**.

- b. Can you guess where the phrase in number 7 came from? **Elephants walk in this manner**.

Word Formation

- 26** Fill in the correct word derived from the word in bold.

Buying on CREDIT!

It can be a huge 0) **temptation** to apply for a credit card, 1) **particularly** if you are having problems managing your money. They can 2) **certainly** be very 3) **useful** if you are travelling, if you need to 4) **unexpectedly** make a big purchase, or if you shop online. However, before you fill in your 5) **application** form remember that there are 6) **disadvantages** too. It can be very easy to get into 7) **difficulty(ies)** buying things that you don't 8) **actually** need or can't really afford on credit. It's also 9) **dangerous** not to pay off the whole balance every month as the interest 10) **payments** can soon get the better of you.

TEMPT
PARTICULAR
CERTAIN
USE
EXPECTED
APPLY
ADVANTAGE
DIFFICULT
ACTUAL
DANGER

PAY

Key Word Transformations

- 27** Complete the second sentence using the word in bold. You must use two to five words, including the word given. Don't change the word given.

- That's the garage where they repaired Andy's motorbike.
had Andy **had his motorbike repaired** at that garage. (causative)
- "I'll call you later, Pete," he said.
told He **told Pete (that) he would** call him later. (reported speech)
- "Did you buy a new coat in the sales?" she asked.
asked She **asked me/her/him/etc if/whether I/she/he/etc had** bought a new coat in the sales. (reported speech)
- The birthday present made Pam happy.
pleased Pam **was pleased with** the birthday present. (phrase)
- "Are you a university student, Ben?" she asked.
whether She asked **Ben whether he was** a university student. (reported speech)
- When was the last time you went to the hairdresser's?
have When **did you last have** your hair cut? (causative)
- Sally has got the same name as her aunt.
named Sally **is/was named after** her aunt. (passive + phrasal verb)
- "Do you want a lift?" asked John.
if John **asked me/her/him/etc if/whether I/she/he/etc wanted** a lift. (reported speech)

Listening & Speaking skills

- 28** Listen and complete the advertisement for Gibson's Mall.

Gibson's Mall	
Facilities:	
• over 100 free 1) parking spaces,	
• a roof-garden 2) coffee shop,	
• a gas station	
• an indoor 3) play area for children	
Stores:	
Kay's 4) Supermarket, Baxter's Hardware Store, Carter's 5) Chemist's, dress stores, 6) toy stores, shoe stores, boutiques, bookstores, a deli, a photoshop, a 7) hair salon and much more	
Opening hours:	
Monday to Saturday	
8) 9 am - 9) 9 pm	
Sunday 10 am - 10) 6 pm	

- 29** a. You are new to the area and you want your neighbour to tell you where to do your shopping. In pairs discuss:

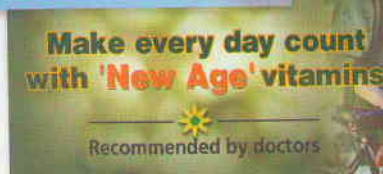
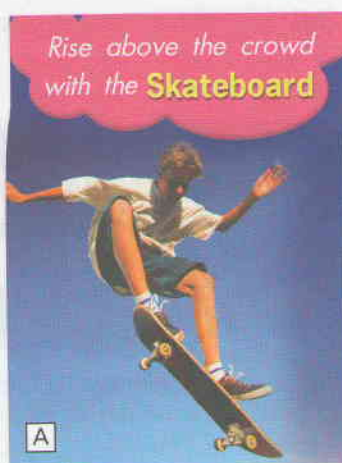
- where you should do your daily grocery shopping and why;
- where it is and how to get there;
- where the best places to buy specific items e.g. newspapers, milk, medicine, etc. are.

- b. Draw a neighbourhood map and mark the shops on it.

- 30** Listen to a radio interview about advertising and mark the sentences YES or NO.

	YES	NO
1 Donna believes advertising is not good.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2 Ads make us feel good about how we look.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3 Ads try to mislead us.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4 Buying certain products will change your life.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5 Ads have little effect on us.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6 Not all adverts are bad.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

- 31** Look at the advertisements and in pairs discuss the following:



- Which of the ads do you like most and why? What does it promote?

- On the whole, I like/dislike ...; • I prefer ... • Generally speaking, I'd say ... • If I had to choose, I'd say ...

A: Hmm, if I had to choose, I'd say the one with the skateboarder is the best.
B: Oh, really? Why?

- How do you think advertising can benefit/harm the consumer?
Think about: positive/negative images, how ads influence us

- 32** Listen to the people talking and choose the best answer A, B or C.

- You are in a shop and you hear a conversation between a customer and a sales assistant. How does the customer pay for the jumper?
A by cheque
B by credit card
C in cash
- You hear someone talking about his shopping habits. Why does he shop in his own neighbourhood rather than in a superstore?
A Because neighbourhood shopkeepers are friendlier.
B Because superstores are more expensive.
C Because neighbourhood shops are cheaper.
- You hear a conversation between two girls in a clothing shop. One of them is trying on a pair of jeans. Why does she decide to buy them?
A Because they are a good price.
B Because they suit her well.
C Because they are tight.
- You hear an advertisement on the radio for a new mobile phone. What features does it have?
A It comes in six colours.
B It has five computer games and six different ring tones.
C It has caller ID and a voice dialling feature.

- 28 • **Pre-Listening:** Explain to Ss that they will hear an advertisement for a large shopping centre. Elicit what someone can buy in such places. Then Ss can describe a large shopping centre they have visited.
- Read through the exercise and have Ss guess the answers. Play the cassette. Ss do the task. Play the cassette again and Ss check their answers.

Answer Key (See overprinted answers)

- As an extension, Ss can say what they can buy in each store.
e.g. In Kay's supermarket you can buy almost anything from washing powder to magazines.
- 29 a. Explain the task to Ss. Elicit useful language for giving directions (*Turn left/right, take the first/second turning on your left/right, walk down/up ... street etc*) and write them on the board. Model the first two questions with a S. In pairs, Ss ask and answer questions. Then, Ss swap roles and act out the dialogue again. Monitor Ss' dialogues, then choose some pairs to present their dialogues to the class.

Suggested Answer Key

- A: Where should I go grocery shopping?
B: Try "Fresh Market".
A: Why should I go to that place in particular?
B: Because there is a great variety of products.
- A: Can you tell me where it is, please?
B: It's next to the post office.
A: How can I get there?
B: Walk down Marble Street, take the first turning on your left, the Fresh Market is just next to the post office opposite the chemist's. etc

- b. Ss work in pairs to draw a neighbourhood map and mark the shops on it. Then Ss take roles and act out dialogues.

Suggested Answer Key

- A: So, where is the best place to buy flowers in the neighbourhood?
B: Oh, there is a lovely flower shop on Baker Street which is very close to your flat.
A: What's the best way to get there?
B: It's very simple. Here, take a look at the map. Walk straight up your street to the intersection with Baker Street. Turn left onto Baker Street and you'll see the flower shop on your left.
- A: Right, that sounds easy enough.

- 30 • **Pre-Listening:** Explain to Ss that they will hear a radio interview about advertising. Elicit pros and cons of advertising and list them on the board.
- Read through the exercise and explain that they must tick either **yes** or **no** according to what they hear. Play the cassette twice. Ss do the task. Play the cassette again and Ss check their answers.

Answer Key (See overprinted answers)

- 31 • Explain the task and read the advertising slogans. Elicit meanings of slogans from Ss. Explain any unknown words. Read the items contained in the prompt boxes aloud. Elicit from Ss which items are formal and which are informal. Ss work in pairs and use the prompts to make up dialogues. Allow Ss four minutes and then choose pairs to act out their dialogues.

Suggested Answer Key

- A: Well, the boy looks very excited and happy and I love skateboarding!
- B: What is the ad promoting?
- A: It's an ad for a great brand of skateboard. Which ad do you like most?
- B: On the whole, I like the one with the two older people.
- A: What is it advertising?
- B: It's advertising a brand of vitamins.
- A: Why do you like it?
- B: I don't know. I guess because it is so nice to see older people out getting exercise and staying healthy.
- Elicit ideas from Ss on the pros & cons of advertising (*show aspects of life which can't be true; same type of product advertised; keep prices low etc*).
- Ss work in pairs and discuss the pros & cons of advertising. Monitor Ss' performance. Ask some pairs to present their dialogues in class.

Suggested Answer Key

- A: Ads have a negative effect on people because they don't show life the way it really is.
 - B: You can't be serious. Nobody really believes in ads.
 - A: I'm afraid I disagree. I think a lot of people take ads seriously. Lots of people buy things without knowing almost anything about the product. They just see an ad and go out and buy what is being promoted.
 - B: Do you really think so? I'd never buy anything without knowing a lot more about it than that. etc
- 32 • Explain to Ss that they are going to listen to people talking in four different situations. Point out that each situation will be heard twice.
- Ask Ss to read the questions 1-4 and the distractors A-C for each question. Explain any unknown words.
 - Explain that Ss should listen to the tapescript carefully and wait until each segment is finished before choosing a possible answer because sometimes the speakers can be misleading.
 - Play each question twice. Ss listen and do the exercise. Check Ss' answers.

Answer Key (See overprinted answers)

Tapescript for Exercise 28 (p. 110) → See p. 113(T)

Ss can refer to p.207 of the S's book for the same tapescript.

Tapescript for Exercise 30 (p. 110) → See p. 113(T)

Ss can refer to pp.207-208 of the S's book for the same tapescript.

Tapescript for Exercise 32 (p. 110) → See p. 113(T)

Ss can refer to p.208 of the S's book for the same tapescript.

- 33 Ask Ss to look at the pictures and describe what the people are wearing. Read out the first question and then start a class discussion by asking individual Ss to give their opinion about what types of clothes are most comfortable and why. Go through questions 2 and 3. Ss work in pairs and discuss the questions.

Suggested Answer Key

The man on the left is dressed in smart clothes, a suit and raincoat. The man on the right is dressed in casual clothes. He seems to be on holiday.

- 1 *I feel more comfortable in casual clothes. I can move easily, sit how I want to, etc*
- 2 *I go clothes shopping once or twice a month. I usually go to department stores or boutiques.*
- 3 *No, I don't agree because sometimes you have no choice in what you wear. For example, if you work in an office you probably have to wear fairly smart clothes. This doesn't mean that the person wearing these clothes is serious or distant.*

- 34 a. Explain to the Ss they will hear speakers expressing their opinions. Play the cassette. Ss do the task. Check Ss' answers.

Answer Key (See overprinted answers)

- b. Choose Ss to read out the dialogues. Ask Ss to underline words and phrases where people are expressing their opinions. Ss work in pairs and make up dialogues from the prompts. Then, individual pairs can present their dialogues to the class.

Suggested Answer Key

- A: *Do you want to go to the new Italian restaurant for dinner?*
B: *No, how about going for Chinese food instead?*
- A: *How about going to Italy on holiday this year?*
B: *Trouble is, I think it's going to be expensive. Maybe we should stay home instead.*

- 35 a. Explain the task. Elicit language used when making a complaint. Write: – *I want a refund immediately. I'm wondering if you could refund it?* – on the board. Ss identify the mild/strong complaint. Play the cassette. Ss complete the task. Check Ss' answers.

Answer Key (See overprinted answers)

- b. Choose Ss to read out the dialogues and the expressions in the useful language box. Ss work in pairs and make up dialogues. Ss can use the prompts and items from the useful language box. Choose pairs to present their dialogues to the class.

Suggested Answer Key

- A: *Excuse me.*
B: *Yes.*
A: *I may be mistaken but I think you gave me the wrong change.*
- A: *Excuse me.*
B: *Yes.*
A: *My food is cold. This is just unacceptable.*
B: *Oh, I'm sorry. I'll heat it up for you right away.*

- 36 a. Explain to Ss that they will hear a dialogue between a woman and a shop assistant. Explain the task. Play the cassette. Elicit answers from Ss.

Answer Key (See overprinted answer)

- b. Read the dialogue and ask Ss to guess what might go in each space. After Ss have marked their answers, play the cassette again. Ss check their answers. Individual Ss read their answers to the class.

Answer Key (See overprinted answers)

- c. Explain the task. In pairs, Ss make up dialogues similar to those in Ex. 36b. Choose some pairs to read their dialogues to the class.

Answer Key

- A: *Hello. Can I help you?*
B: *Yes I'd like to try on this suit.*
A: *Sure what size do you take?*
B: *Small, please.*
A: *Here you are How is it?*
B: *Fine. How much does it cost?*
A: *It's £150.*
B: *I'll take it.*
A: *How will you be paying?*
B: *By cheque.*
A: *Do you have any ID?*
B: *Yes. Here you are.*
A: *Thank you. Please come again. etc*

- 37 a. Explain the task and briefly explain intonation. Play the cassette. Ss do the task. Check Ss' answers.

Answer Key (See overprinted answers)

- b. • Play the cassette. Ss listen and repeat. Ss work in pairs and practise the intonation. Monitor Ss' performance. If necessary, play the cassette again.
• In pairs, Ss write dialogues using the prompts. Then, ask some of the pairs to act out their dialogues in front of the class. Check Ss' intonation.

Suggested Answer Key

- A: *What time does the post office open?*
B: *It opens at 8 every weekday.*
A: *Thank you.*
- A: *Can you tell me what time the post office opens?*
B: *It opens at 8 every weekday.*
A: *Thank you.*

33 Describe the people in the pictures. Then, answer the questions.

- 1 Do you feel more comfortable in smart or casual clothes? Why?
- 2 How often do you go clothes shopping? Where?
- 3 Do you agree that you can tell a person's character by the way they dress?



Expressing Opinions

34 a. Listen and tick (✓) the phrases the speakers use to express their opinion.

- | | |
|----------------|----------------|
| 1 You should ✓ | 3 Trouble is ✓ |
| 2 How about ✓ | 4 Anyway |

b. Read the dialogues, then in pairs act out similar dialogues using the prompts.

- 1 A: Where do you think we should go to eat tonight?
B: How about Marco's? We haven't been there for ages.
- 2 A: When I got home I noticed that the CD was scratched.
B: You should take it back and exchange it.
- 3 A: I think I'll wear my new T-shirt to the party tonight.
B: Trouble is, I think it's going to be quite formal. Maybe you should wear a shirt and tie instead.

- go to new Italian restaurant for dinner? / Chinese / instead?
- go to Italy on holiday this year? / expensive / stay home

Making Complaints

35 a. Listen to the dialogues. Which is a mild complaint? (1st) Which is a strong complaint? (2nd)

b. Read the dialogues. Then, use the prompts to make either a mild or a strong complaint.

- 1 A: Excuse me.
B: Yes.
A: I'm afraid this T-shirt is the wrong size.
B: Oh, I'm sorry. I'll get you another one right away.
- 2 A: I would like to return this radio.
B: I'm sorry, but we don't give refunds.
A: Well, then I want to speak to the manager. It doesn't work and I want my money back.

- given wrong change
- food/cold

Useful language for Complaints

Mild	Strong
I may be mistaken but ...	This just won't do ...
I think there may be a problem with ...	I demand a refund ...
There seems to be something wrong with ...	This is just unacceptable.

Buying Clothes

36 a. Listen to the dialogue. What did the woman buy?
A pair of trousers.

b. Complete the dialogue.

- A: Hello. 1) **Can I help you?**
B: Yes, can I try these on, please?
A: Of course. The fitting rooms are over there.
B: Thank you.
A: What do you think?
B: Actually, they're a bit short. 2) **Could you get me the next size up, please?**
A: Certainly. Here you are. ... Are they any better?
B: Yes, they fit nicely. 3) **How much do they cost?**
A: They're £35.
B: Okay. I'll take them.
A: Thank you. 4) **How would you like to pay?**
B: In cash. Here you are.
A: Thank you very much. Your receipt is in the bag.

c. Use the pictures to make up similar dialogues.



Question Intonation

37 a. Listen and say which sentences have got falling intonation and which have rising intonation. How does this intonation pattern match question intonation in your language?

- What time does the bank open? (falling)
- Can you tell me what time the bank opens? (rising)
- Do you know where the butcher's is? (rising)
- Where is the butcher's? (falling)

b. Practise the intonation asking about:

- post office
- supermarket



In the Market for a Bargain

38 a. Listen to the sentences. Where do you think you might hear them? *In a market.*

b. Match the speakers to what they are selling.

A seafood/fish	Speaker 1 <input type="checkbox"/> D
B flowers	Speaker 2 <input type="checkbox"/> C
C glassware/ornaments	Speaker 3 <input type="checkbox"/> A
D baked goods	Speaker 4 <input type="checkbox"/> B

c. Look at the pictures on p. 113. In pairs, decide what you might find in each place. Choose from the list. Skim the texts to see if you have guessed correctly.

- antiques • coffee • pasta • seafood
- jewellery • bedding • clothes
- household items • cakes • flowers
- souvenirs • rare records • furniture • bread
- specialities • leather goods • handicrafts

I think we can buy antiques in Portobello Road Market.

39 Read the texts again. Fill the gaps with one of the missing sentences below. Then, explain the words in bold.

- a Here you can also find many different types of cheese and a variety of game meats, including crocodile and kangaroo.
- b It is known as the world's largest antique market and has been around since the 1870s.
- c There is so much competition that you are guaranteed the widest range, the highest quality and the most competitive prices that you will find anywhere.
- d Saturday is, of course, the busiest day of the week.
- e Dating from 1878, it is spread out over two main sites; the lower market and the upper market.

40 To make the texts more interesting to the reader, the writers have used their senses while describing the markets.

Read text A again and find two phrases related to what we can hear.

Read text B again and find two phrases related to what we can smell and taste.

41 a. Read the list of phrases and match them to the senses.

- hearing • smell • sight • taste • touch

- 1 The air is filled with the voices of traders ... *(hearing)*
- 2 The hustle and bustle of shoppers, traders and tourists ... *(hearing)*
- 3 Many talented street performers to keep an eye out for, too ... *(sight)*
- 4 The aromatic smells that come from the food court ... *(smell)*
- 5 So delicious your mouth will water ... *(taste/smell)*
- 6 Come away empty-handed ... *(touch)*

b. Use the phrases to talk about a street market in your country.

42 a. Make notes about the *age, location, size and specialities* of each market. Then, in pairs, compare and contrast them. Which of these places would you like to visit and why?

A: Both markets are very old, aren't they?

B: That's true. Portobello Road Market and Queen Victoria Market both date from the 1870s.

b. Imagine you are a trader in one of these markets. Talk about a typical day at work.

I've been selling clothes in the market for over thirty years. As you can imagine, I've seen styles come and go. A typical day for me starts bright and early at five in the morning when I ...

Writing

43 Write a short article about a similar market in your own country. Think about:

- opening days and times
- items sold
- specialities
- recommendations

Find pictures to decorate your article.

- 38 a. Explain that the Ss will hear four sentences. Play the cassette. Elicit from Ss where they might hear sentences like these.

Answer Key (See overprinted answer)

- b. Explain the task and any unknown words. Play cassette again. Ss complete the task. Check Ss' answers.

Answer Key (See overprinted answers)

- c. Ask Ss to describe the pictures on p. 113. Elicit/ Explain any unknown words. Ss work in pairs and complete the task. Check Ss' answers in class.

Suggested Answer Key

I think in Portobello Road Market we can find antiques and handicrafts.

We can probably find jewellery in Portobello Road Market.

I think we might find souvenirs in Queen Victoria Market. We might be able to buy handicrafts in Queen Victoria Market.

- 39 • Explain the task. Allow Ss three to four minutes to silently read the texts. Read the sentences (a-e). Read out the example and elicit why B is the correct answer. (*It contains the reference words 'biggest and oldest street markets in the world'.*) Ss complete the task. Check Ss' answers, by having individual Ss read the completed texts to the class.

Answer Key (See overprinted answers)

2 Reference words: 'From Monday to Friday' and 'on Saturdays'

3 Reference words: 'In the lower market' in the next sentence

4 Reference words: 'Here you can also'. It is a continuation of what can be bought there.

5 Reference words: 'bargains'

- Play the cassette again. Ss listen and then explain the words in bold by giving examples or synonyms. Ss can look up the words in their dictionaries.

- 40 Review the five senses with Ss. Explain the task. Ss work in pairs and complete the task. Check Ss' answers.

Answer Key

Text A

- the voices of traders shouting and hawking their goods
- the hustle and bustle

Text B

- the aromatic smells that come from the Food Court
- so delicious your mouth will water

- 42 a. Write these headings on the board: *Portobello Road Market*; *Queen Victoria Market*. Under them write these sub-headings: *location*; *age*; *size*; *specialities*. Ss read text again. Elicit information from Ss and fill in the table. Then Ss work in pairs and students use the information to compare and contrast the two markets. Choose some pairs to present their dialogues to the class.

Suggested Answer Key

Portobello Road Market

Location	in London
Age	since 1870s
Size	over 1500 stalls
Specialities	sells antiques and collectibles, fruit, vegetables, specialist shops, cafés, restaurants, clothes, household items, rare records, furniture, street performers

Queen Victoria Market

Location	in Melbourne
Age	since 1870s
Size	over 600 traders
Specialities	two separate sites - lower and upper lower = butchers and fishmongers, Food Court, deli, cakes, bread, coffee, pasta upper = fresh fruit and vegetables, clothes, leather goods, flowers, fabric, jewellery, bedding, handicrafts, souvenirs, specialty shops

A: Both markets are in England, aren't they?

B: No, Portobello Road Market is located in London, but Queen Victoria Market is in Melbourne, Australia.

A: Are they the same size?

B: No, the Portobello Road Market contains 1500 stalls all in one area, while the Queen Victoria Market has over 600 traders whose shops are spread over two sites - the lower and upper markets.

A: Both markets sell a variety of goods, don't they?

B: Yes. Both markets sell fruit, vegetables, clothes, and both have speciality shops and places you can eat.

I'd like to visit the Queen Victoria Market because I like trying food from different countries.

- b. Explain the task. Ss choose various trades and brainstorm for ideas (*time they get up - how they reach the place - when they open the stall - morning - noon - afternoon - how they feel*). Read the example. Allow some time for Ss to prepare their descriptions. Ask various Ss to present their descriptions to the class. Other Ss can assess the descriptions.

Suggested Answer

... get out of bed and get ready for the day ahead. I catch the Underground to the market. Before I open up my stall I go around and talk to the other stall owners. We usually have a chat about how well business is going and the like. At 5:30 sharp I open the stall. Because it isn't particularly busy at that time, I take the opportunity to hang up clothes on racks and generally straighten up. All morning I spend my time finding customers: the right size clothes and generally persuading people to buy my products. For lunch I usually just grab a sandwich. Afternoons can be very hectic and there are times when I think the day will never end. I love my job, but usually when quitting time comes, I'm more than happy to catch the train back home.

Cont. from p. 112(T)

- 43 • Explain the task. Instruct Ss to use the texts on p. 113 as a model. Ss work in pairs and make notes under these headings. Check Ss' answers, then some Ss talk about the market they have chosen. Assign it as written HW.

(Ss' own answers)

- As an extension, Ss can prepare an advertisement for the market they have described. They can use photos etc to illustrate their advertisement. Alternatively, advertisements can be recorded and the cassette played in class. Ask the class to vote and choose the best advertisement.

Tapescript for Exercise 38 (p. 112)

Ss can refer to p.208 of the S's book for the same tapescript.

Speaker 1

Hot and tasty like Mum's. Apple and cherry just out of the oven.

Speaker 2

Lovely to look at, lovely to hold. But, if you break it consider it sold!

Speaker 3

Step up, step up! So fresh they're still swimming!

Speaker 4

Lovely posies, sweet-smelling posies! Only 50p a bunch!

Tapescript for Exercise 28 (p. 110)

Ss can refer to p.207 of the S's book for the same tapescript.

At Gibson's Mall we treat our customers as welcome guests. With over 100 free parking spaces, a roof garden coffee shop, a gas station and an indoor play area for children, Gibson's has a great deal to offer.

On the right of the main entrance is Kay's Supermarket. You can count on Kay's for value and freshness. They have the largest organically grown produce section in the area and their baked goods are baked fresh daily in their in-store bakery. Opposite Kay's you will find Baxter's Hardware Store. Baxter's is your one-stop shop for all your household needs. As well as power tools you will find a large selection of house wares and hardware. Next to Baxter's is Carter's Chemist's where you can get help and advice as well as a huge range of medicines.

These are just a few of the many stores and businesses that you will find at Gibson's Mall. You will also find dress stores, toy stores, shoe stores, boutiques, bookstores, a deli, a photo shop, a hair salon and much much more.

To help you enjoy your shopping experience at Gibson's our friendly staff are happy and willing to assist you in any way they can.

We are open from Monday to Saturday 9am - 9pm and Sunday 10am - 6pm. So come on down to Gibson's Mall where you will find whatever you want!

Tapescript for Exercise 30 (p. 110)

Ss can refer to pp.207-208 of the S's book for the same tapescript.

Radio Host: Welcome back. My next guest on today's show is writer and documentary filmmaker, Donna Farnham, who has just published a new book all about the harmful effects of advertising. Now, in your book you say that, in general, advertising harms us all. Can you tell us what you mean by this?

Donna: Certainly. I mean that advertising makes us dissatisfied with our lives, our relationships, our houses, our jobs, and especially our own appearance. Advertisers show us images of perfection and make us feel inadequate. Then, they tell us if we buy a certain product we can be perfect, too, and the problem is we believe them even though it is obviously a lie.

Radio Host: I see. But aren't there laws against dishonest advertising?

Donna: Yes. Advertisers can't say a mouthwash will give you fresh breath if it doesn't. But the real lies in advertising are in the images that promise that buying the mouthwash will transform your life and make you popular and attractive.

Radio Host: And when it doesn't, this is when we get dissatisfied?

Donna: Precisely. We are encouraged to buy things that will never really do what we want them to do, such as, solve our problems, make us beautiful, rich, intelligent and so forth and so we are constantly disappointed and dissatisfied.

Radio Host: I see. But do you really think that people actually pay that much attention to ads?

Donna: If you ask people if they pay attention to ads and if they think they are affected by them, they will instantly say 'No'. But the truth is that we are all influenced by ads without even realising it. For instance, did you know that the top selling brand of washing powder is also the one that is the most heavily advertised?

Radio Host: So, is all advertising bad?

Donna: No. There is nothing wrong with adverts that give us honest information about products we need - it's just difficult to name one that does that.

Radio Host: Ha ha. Well, that's all we have time for ... [fade]

Tapescript for Exercise 32 (p. 110)

Ss can refer to p.208 of the S's book for the same tapescript.

- 1 You are in a shop and you hear a conversation between a customer and a sales assistant. How does the customer pay for the jumper?

Customer: I'll take this jumper, please.

Shop assistant: Will that be cash or credit?

Customer: Umm cash, I think. No, wait, I don't have enough on me. You don't take cheques, do you?

Shop assistant: No, I'm sorry we don't.

Customer: Then I suppose, it'll have to be credit. Here you are.

Shop assistant: Thank you. Sign here, please. Thank you.

- 2 You hear someone talking about his shopping habits. Why does he shop in his own neighbourhood rather than in a superstore?

You know I much prefer to go shopping at my neighbourhood stores rather than those enormous new superstores. They might charge a little more, but they know me there and the people are so much friendlier. They always have time for a neighbourly chat and they even carry my groceries out to my car.

- 3 You hear a conversation between two girls in a clothing shop. One of them is trying on a pair of jeans. Why does she decide to buy them?

Girl 1: So, what do you think of this pair of jeans then? I think they might be a bit tight.

Girl 2: No, they're fantastic. You look great!

Girl 1: Really? How much are they? £45! That's far too much.

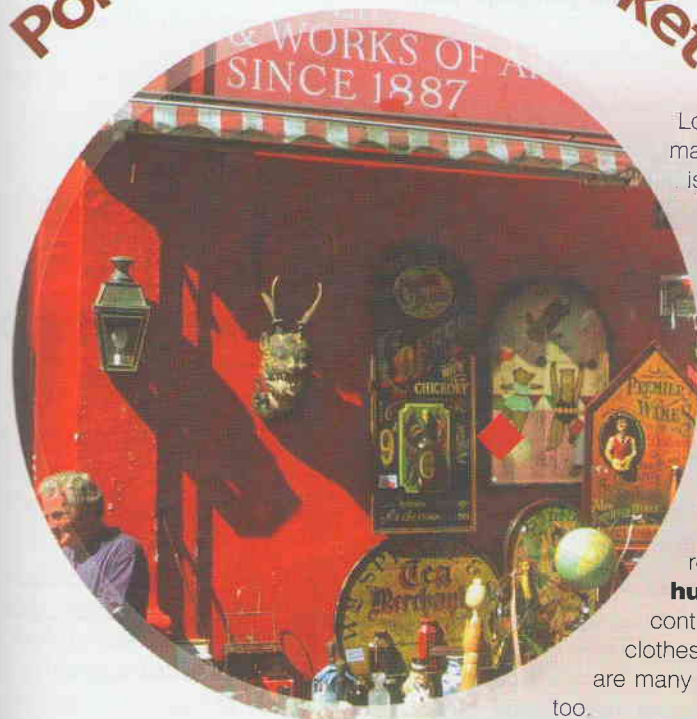
Girl 2: But they really do look great. I think you should go for it.

Girl 1: You think so? Mmm, maybe you're right. They do look good. I'll get them!

- 4 You hear an advertisement on the radio for a new mobile phone. What features does it have?

It's finally here - the new Talk Back mobile phone - just in time for the holidays. It's small, light and comes with six brightly coloured mix and match covers. You can download ring tones, send text and picture messages to your friends and it has five built-in computer games to choose from. Voice activated dialling lets you phone someone by just saying their name and with caller ID you can see who's calling you before you answer. It's fun and affordable so what are you waiting for?

Portobello Road Market



London has some of the biggest and oldest street markets in the world and Portobello Road in Notting Hill is no exception. [1] **B** It has over 1500 **stalls** which sell all kinds of antiques and **collectibles** ranging in price from one or two pounds to several thousand pounds. People come from all over the world to visit Portobello Road because they know there is no other place like it.

Portobello Market is several markets **rolled** into one. From Monday to Friday the market sells fruit and vegetables. The air is filled with the voices of **traders** shouting and **hawking** their goods. The antique stall holders open on Saturdays. There are many antique and specialist shops along Portobello Road as well as a large number of cafés and restaurants. [2] **D** The market opens at 5.30 am and the **hustle and bustle** of shoppers, traders and tourists continues all day. As well as antiques, you can find clothes, household items, rare records and furniture. There are many talented street performers to **keep an eye out for**, too.

So, next time you are in London, make sure you visit Portobello Market. It's an experience not to be missed.

Queen Victoria Market

The biggest and most culturally **diverse** market in all of Australia is the Queen Victoria Market in Melbourne. [3] **E**

In the lower market you will find the Meat Hall that **houses** 23 butchers and 11 fishmongers. There is also the Food Court that seats over 400 people and **caters for** every taste with dishes from all around the world. The aromatic smells that **come** from the Food Court are so delicious your mouth will water. Then, there is the Deli Hall that contains 17 delicatessens offering cuisine from many countries including

France, Italy, Greece, Japan and Poland as well as a range of other shops selling cakes, bread, coffee and pasta. [4] **A**

The upper market sells a great variety of fresh fruit and vegetables. There you can also find clothes, leather goods, flowers, fabric, jewellery, bedding, **handicrafts** and souvenirs.

Queen Victoria Market is the perfect place to shop, and there are many **bargains** to be found. [5] **C** It is impossible to visit Queen Victoria Market and come away **empty-handed**. With over 600 traders in the market itself as well as the speciality shops and boutiques **lining** the surrounding streets, there is something for everyone.





When we write an article describing a visit to a place we usually write four paragraphs.

Introduction

- In the **first paragraph**, we write the name and location of the place as well as our reason(s) for choosing it.

Main Body

- In the **second paragraph**, we usually write about what the place looks like. In the **third paragraph**, we describe the place in detail. We can include the things we can see, feel, hear, smell and taste.

Conclusion

- In the **last paragraph**, we write about our feelings and personal comments and/or our recommendation.

Narrative descriptions of places can be found in tourist magazines, letters, stories etc. We normally use past tenses to describe our visit. However, we use present tenses to talk about the location. We can use a variety of adjectives and adverbs as well as our senses to make our description more appealing to the reader.

Analysing the Rubric

- 44** Read the rubric, underline the key words and answer the questions.

- A consumer magazine has asked its readers to send in articles about a shopping place they have visited.
- Write your article including a detailed description of the place and why you recommend it.

- Who is going to read your article? The readers of the consumer magazine.
- Tick (✓) the subjects you should include.
 ✓ location; ✓ type of shops;
 prices; public transport; ✓ opening hours;
 emergency services

Analysing a Model Text

- 45** a. Read the article. Find and correct the eight mistakes. Then, complete the paragraph plan.



A Unique Shopping Experience

I have shopped in some very strange and interesting places. The best place I have ever been to is the Damnoen Saduak Floating Market. It is located about 80 km from Bangkok, in Thailand. The market is over 100 years old and has hardly changed for all that time.

What made my visit to this market so special is that the whole market is on a canal and the brightly-dressed merchants sell their goods from their colourful boats. The day that I was there, there were hundred of boats crowded together, where you could buy everything from fruit and vegetables to clothes, toys and even cooking meals. If you wanted to buy something, you could either wait on the banks of the canal and the boats to pass by or you could hire your own boat and join in the fun!

It wasn't just the sights, though, that made this visit such an unforgettable experience. This market offers a feast for the senses! All around me were the sounds of wooden boats bumping together and the noisy chatter of the crowd. I had never been to a place with so many different smells: the aroma for freshly ground spices, exotic fruit and vegetables, seafood and meats, all mixed with the mouth-watering fragrance of fresh cooked Thai delicacies.

When I finished my shopping for the day, I felt tired but excited and happy. It was certainly an experience I would never forget. If you are ever in Thailand, you should definitely visit the floating market. It's an unique experience.

Paragraph 1
name, location

Paragraph 2

Paragraph 3

Paragraph 4
recommendations

- Underline the topic sentences. Then suggest appropriate alternatives.
- What senses does the writer discuss in the text? Give examples.

- 46** a. The following are sections found in a supermarket. Which of these are found in your local supermarket?

- | | |
|-----------------------|-------------------|
| 1 frozen food | 8 toiletries |
| 2 international foods | 9 paper goods |
| 3 deli | 10 flowers |
| 4 tinned food | 11 fruit |
| 5 bakery | 12 cafeteria |
| 6 fish | 13 toy department |
| 7 tea and coffee | |

- b. Listen to the dialogue and tick the sections of the supermarket mentioned in the conversation. 2, 3, 5, 7, 10, 12, 13

- 44 • Read out the tip. Explain any points that Ss find difficult.
 • Read out the rubric and help Ss to underline the key words.
 • Go through the questions and elicit answers from Ss.

Answer Key (See overprinted answers)

- 45 a. • **Pre-Reading:** Ask Ss to look at the picture and describe it. Ask what is strange or unusual about the scene in the picture and how it relates to the title of the article. Elicit from Ss in which country they think the picture was taken. Allow Ss a few minutes to skim the text to check their answer.
 • Explain the task to Ss. In pairs, Ss complete the task. Check Ss answers.

Answer Key

- 1 for all that time (para 1) = in all that time
- 2 What made my visit (para 2) = What made
- 3 hundred of boats (para 2) = hundreds of boats
- 4 cooking meals (para 2) = cooked meals
- 5 and the boats (para 2) = for the boats
- 6 aroma for freshly (para 3) = aroma of freshly
- 7 fresh cooked (para 3) = freshly cooked
- 8 an unique experience (para 4) = a unique

Paragraph 2 = general description of the place/what the place looks like

Paragraph 3 = detailed description of the place

- b. Explain the task. Allow Ss two minutes to complete the task. Check Ss' answers. Elicit alternatives to topic sentences.

Answer Key (See overprinted answers)

Suggested Answer Key

Alternative Para 1: I have bought things in unique locations.

Alternative Para 2: You may be curious as to what made this market different.

Alternative Para 3: It wasn't only the things that you could see that made the visit so special.

Alternative Para 4: I was exhausted but very pleased after my day at the market.

- c. Explain task. Allow Ss two minutes to read the text again. Elicit answers from Ss.

Answer Key

sight: hundreds of boats crowded together, brightly-dressed merchants

sound: wooden boats bumping together, noisy chatter of the crowd

smell: the aroma of freshly ground spices, mouth-watering fragrance

taste: mouth-watering fragrance

- 46 a. Explain the task and any unknown words by giving examples. Elicit answers from Ss. (Ss' answers may differ from one country to another.)

(Ss' own answers)

- b. Explain the task. Play the cassette. Ss complete the task. Check Ss' answers.

Answer Key (See overprinted answers)

Tapescript for Exercise 46b (p. 114)

Ss can refer to pp 208-209 of the S's book for the same tapescript.

Cynthia: Hi Sharon, have you been to that new supermarket yet?

Sharon: Oh yes, I went last week. It's wonderful, isn't it? I particularly like the 'Foods of the World' section, it looks so colourful with all those flags and posters from around the world and it has so many interesting and exotic products.

Cynthia: I like the deli counter, I've never seen so many different kinds of cheeses and all those patés and salamis look very appetising. They even let you sample some of them if you don't know what they taste like.

Sharon: Did you visit the bakery section? They bake all their own bread, biscuits and cakes, so the smell is irresistible!

Cynthia: I know, and those pies look delicious, too. How about the tea and coffee section? You can even ask them to grind the beans for you, and there is nothing like the marvellous aroma of freshly-ground coffee.

Sharon: I can't get over how clean and bright the place is, and the scent of the freshly cut flowers from the stall at the front entrance is heavenly. It's much more pleasant than our old supermarket in town, isn't it?

Cynthia: Definitely, and the staff are so polite and helpful. The young man in the cafeteria even carried my tray for me because my hands were full!

Sharon: What's the cafeteria like? I didn't have time to go in there but it looked very nice. It's on the second floor, isn't it?

Cynthia: Yes, that's right, it's just behind the toy department. The food is fresh and tasty and the coffee is wonderful. It's very reasonably priced too. Look, I've got to go again tomorrow and pick up some groceries for the weekend, why don't we go together?

Sharon: That's a great idea. I'll call you in the morning and we can meet at the bus stop.

Cynthia: OK, see you tomorrow.

- 47 Ask Ss to look at the pictures and describe them. Explain task. Ss complete task. Check Ss' answers. Elicit sentences from Ss.

Answer Key (See overprinted answers)

- You can experience the wonderful scent of freshly cut flowers.
- The mouth-watering aroma of freshly baked bread follows you everywhere.
- There are colourful displays of fresh fruit and vegetables.

- 48 Explain how the linkers are used. Do the example with Ss. In pairs, Ss complete the task. Check Ss' answers.

Answer Key

- 2 You won't be able to resist the wonderful smell coming from the bakery section where they bake all their own bread, cakes and biscuits.
- 3 Don't miss the deli counter which has an amazing variety of cheeses.
- 4 Although I didn't need to buy any, I couldn't resist the smell of the freshly-ground coffee.
- 5 When I didn't know which brand to buy, the friendly staff helped me.

- 49 Allow Ss two minutes to skim the text for gist. Elicit/ Explain any unknown words. Ss complete the task. Check Ss' answers.

Answer Key (See overprinted answers)

- 50 Explain the task. Ss complete task. Check Ss' answers and elicit justification for answers.

Answer Key (See overprinted answers)

- 51 a. • Explain the task. Go through the rubric and Ss do the exercise. Check Ss' answers.

Answer Key (See overprinted answers)

- Go through the the plan. Ss do the exercise. Check Ss' answers.
e.g. T: Where is it?
S1: It's in Montreal.
T: What's it called?
S2: It's called Loblaws.

Suggested Answer Key

Main Body

(Para 2-3) *It's very big and has a great variety of products. – It has a vast selection of fresh fruit, vegetables, fish, meat, and ready-to-serve meals - it also has toiletries, etc ... you can see fresh produce, hear music, smell ready-to-serve meals*

Conclusion: *would recommend for some people; variety, good prices – impersonal – would shop there again – one-stop shopping*

- b. Explain the task. Go through each of the items to be included in the text. Assign the task as written HW. Check in next class.

Suggested Answer Key

The first time I visited Loblaws supermarket in Montreal, I knew it wouldn't be the last time. I had never been in such a place before.

First of all, it's very big and the lighting made everything look clean and bright. There was aisle after aisle of various products sold at competitive prices and the largest display of colourful fruit and vegetables I have ever seen.

You should never go shopping on an empty stomach, because the mouth-watering, ready-to-serve meals will catch your eye and tempt your nose. As I pushed my trolley down one aisle after the other, I came across a deli-counter, a butcher's and even a small fish market!

I'd recommend Loblaws to all those people who like variety and prefer to do all their shopping in one place. Although the overhead music can be annoying and it may seem impersonal, everyone was friendly and helpful, which is why I'd definitely return.

- 52 • Read out the sentences one at a time and help Ss to interpret them.

Suggested Answer Key

- Credit card bills can be high, so they can cause you to owe a lot of money.
- The people you owe money to remember better than those who owe you money.
- What a person wears tells people what kind of character he is.
- As an extension, ask Ss to find similar quotations in their own language and explain them in English.

Using the Senses

- 47** Match the phrases to the pictures. Then, use them to make sentences.



- wonderful scent of freshly cut flowers **B**
- mouth-watering aroma of freshly baked bread **C**
- colourful displays of fresh fruit and vegetables **A**

Joining Sentences

- 48** Join the sentences using the words in brackets, as in the example.

- 1 The cafeteria is a great place for a snack or a hot meal. It has fresh, tasty and inexpensive food. (with)
With its fresh, tasty and inexpensive food, the cafeteria is a great place for a snack or a hot meal.
- 2 You won't be able to resist the wonderful smell coming from the bakery section. They bake all their own bread, cakes and biscuits. (where)
- 3 Don't miss the deli counter. It has an amazing variety of cheeses. (which)
- 4 I didn't need to buy any. I couldn't resist the smell of the freshly-ground coffee. (although)
- 5 I didn't know which brand to buy. The friendly staff helped me. (when)

Prepositions

- 49** Read the text and fill in the correct prepositions.

Paris is home **1) to** more than seventy street markets and the majority of Parisians shop **2) at** one every week. The Rue Mouffetard Market is a perfect example, with its lively atmosphere and the wide variety **3) of** produce available. The market can be found **4) in** the heart of the Latin Quarter **5) of** the city, south **6) of** the River Seine. It runs **7) along/through** an old, narrow street **8) between** the Jardin des Plantes and the Jardin du Luxembourg. A stroll **9) through** the market is the perfect way to do your weekly shopping. You will find stalls selling everything **10) from** French cheese to seafood or fresh bread. Then, further **11) on/along**, you will find the freshest fruit and vegetables **12) in** the city. The market is open all day **13) from** Tuesday to Saturday and **14) on** Sunday mornings **15) in** the summer.

Making Recommendations

- 50** Read the following recommendations. Which are positive and which are negative? Justify your answers.

- 1 No trip to the city centre is complete without going there. **positive**
- 2 Its out-of-the-way location and poor selection of goods mean that I would think twice before shopping there again. **negative**
- 3 On the whole it has everything you could want and is well worth a visit. **positive**
- 4 Despite all the positive hype, I'm afraid my overall impression was that it was a little disappointing. **negative**

Discuss & Write

- 51** a. Read the rubric and underline the key words. Then, answer the questions in the plan.

Your local newspaper is running a consumer writing competition. The prize is £200 worth of groceries. Write an article describing a visit to your local supermarket and explain why you would/wouldn't recommend it to others.



Introduction

(Para 1) *Where is it? What is it called?*

Main Body

(Para 2) *What is the overall impression?*

(Para 3) *What does it have? What features does it have? What can you see, hear, smell?*

Conclusion

(Para 4) *Would you recommend it to the readers? Why/why not? Will you shop there again? Why/why not?*

- b. Use your answers from Ex. 51a to write your article. (120-180 words)

- 52** Explain the sentences below in your own words.

Famous words

- Credit cards have three dimensions: height, width and debt.
Shelby Friedman (US journalist)
- Creditors have better memories than debtors.
Benjamin Franklin (US statesman)
- Clothes make the man.
Mark Twain (US novelist)

You Are What you Eat

Lead-in

- 1 Describe the pictures and answer the questions. How is the title related to them?



Melissa



Helen

- Who seems to be a sensible eater? Give reasons.
- Who is more likely to skip breakfast? Why?
- Who prefers home cooked meals to junk food or snacks?
- Which of the following foods/drinks is each person more likely to include in their diet? Which are high in carbohydrates, protein, fat, vitamins?

1 raw vegetables	10 chicken
2 kiwi fruit	11 tuna
3 banana	12 yogurt
4 dried fruit	13 chillies
5 rye bread	14 ginger
6 white bread	15 coffee
7 burger	16 green tea
8 chocolate	17 water
9 ice cream	18 salt

- 2 Answer the questions about yourself.

- What is a typical breakfast for you? What time do you usually have breakfast?
- Which is the main meal of the day? When do you have it?
- How often do you have snacks during the day? What do you usually have?
- How often do you eat out? What kind of places do you usually go to?

Reading

- 3 a. Read the title of the article. Which of the following do you expect to read in it? Read and check.
- how to lose weight • exercise • spices
 - have a healthy diet • faster reflexes
 - have a standard daily routine • skip breakfast
 - have regular checkups • plan what you eat
- b. Read the article and choose the most suitable paragraph from the list A-H that best completes the article. There is one extra paragraph which you do not need to use.

eat all the ...
foods and do plenty ...
exercise, so why aren't we ...
losing any of that extra weight?
Perhaps you need to think about ...
daily diet and exercise plan which ...
you when you should be eating, drinking ...
and exercising in order to burn fat more ...
quickly.

0 C

After your hot drink, think about an ...
morning workout. This will help to **elevate** ...
energy levels and keep you **alert** all day long. **Burn** ...
until your body temperature has risen and **give** ...
time to wake up. The best time to start exercising ...
an hour after you open your eyes.

1 A

As you make your way through the first part of ...
busy **schedule**, don't forget that mid-morning **energy** ...
boost. Eating just three meals a day makes the body ...
more food as fat. The secret of burning fat is to eat ...
amounts at regular **intervals** throughout the day. ...
away from unhealthy food like ice cream and chocolate ...
though! A banana or a kiwi fruit at around **eleven** ...
give you all the energy you need.

2 H

It is always important to eat lunch **early** ...
rather than later. The later you leave it, the ...
easier it will be to fill up on fast food ...
satisfy your hunger. Try to plan your ...
lunch menu and choose ...
carbohydrates and proteins such ...
tuna or chicken sandwich ...
accompanied by ...
vegetables or fruit.

Objectives

Reading: gapped paragraphs; reading for specific information; scanning a text; putting sentences in order to tell a story

Vocabulary: food, kitchen utensils and recipes; places to eat; diner's complaints; ways of cooking

Grammar: quantifiers; countable/uncountable nouns; containers and contents; reported speech (special introductory verbs)

Use of English: prepositions; phrasal verbs (make, put); open cloze; error correction; key-word transformations; idioms and fixed phrases

Listening: listening for specific information; listening for gist; listening for main points; listening for detail; deducing meaning; listen and tick; multiple choice; True/False; listening to decide the speaker

Speaking: giving a friend dietary advice; describing pictures; comparing and contrasting pictures; identifying dishes; deciding on a menu; accepting/refusing invitations; doing your shopping; ordering fast food; retelling a story

Intonation: exclamations

Writing: an assessment report; a recipe

- Read out the title. Elicit that it is a proverb. Elicit what the proverb means. (*If you eat healthy food, you will have a healthy body.*)
- Ask Ss to work in pairs, look at the pictures and talk about what the people are doing. Explain that Ss should make assumptions about their eating habits based on the pictures and then answer the questions.

Suggested Answer Key

- a. *Helen seems to be a sensible eater. She is preparing a salad and it seems like she eats healthy food with fresh ingredients.
Melissa, on the other hand, is eating fast food/junk food so it seems like she prefers processed food and this is not very healthy.*
- b. *I would say that Melissa is more likely to skip breakfast because from the picture it seems she has less time to prepare a breakfast and eat a proper meal.*
- c. *It appears that Helen prefers home cooked food to junk food or snacks since in the pictures she is preparing a healthy meal for herself whereas Melissa is eating a take away that she must have bought in a fast food restaurant.*
- d. *I think Melissa is more likely to include: white bread, burger, chocolate, ice cream, coffee and salt in her diet because these are commonly found in fast food meals and restaurants.
I think Helen is more likely to include: raw vegetables, kiwi fruit, banana, dried fruit, rye bread, chicken, tuna, yogurt, chillies, ginger, green tea and water in her diet because these are healthy ingredients.*

Carbohydrates:	rye bread, white bread
Protein:	burger, chicken, tuna, yogurt
Fat:	ice cream, chocolate
Vitamins:	raw vegetables, kiwi fruit, banana, dried fruit, chillies

- 2 Ss work in pairs and ask and answer the questions about themselves. Ask various Ss to report their answers to the class.

(Ss' own answers)

- 3 a. Ask Ss to look at the title of the article, the list of words and the picture and say what they think the article is about. Then, Ss skim the text to get the gist and check their answers.

Suggested Answer Key

I think the article is about how healthy eating habits can help a person to lose weight.

I expect to read about how to lose weight, exercise, have a healthy diet, have a standard daily routine, plan what to eat, and what spices to use.

- b. Refer Ss to the tip on p.2. Explain that they need to follow this advice in order to complete the task successfully. Go through the example and explain why C is the correct answer. Allow Ss five minutes to read the text again and complete the task. Check Ss' answers. Ask Ss to justify their answers.

Answer Key (See overprinted answers)

- 1 reference words: 'exercising' in the previous sentence; 'the first part' in the next sentence
- 2 reference words: 'eleven' in the previous sentence; 'lunch' in the next sentence
- 3 reference words: 'lunch' in the previous paragraph
- 4 reference words: 'this meal' in the next sentence
- 5 reference words: 'getting off to sleep' in the next sentence
- 6 summarising the main points for a conclusion

- c. • Allow Ss some time to read the article again. Help Ss to explain the words in bold by giving examples or synonyms. Then, Ss suggest synonyms for the highlighted words.

Suggested Answer Key

schedule: timetable

intervals: times

satisfy: fulfil

panic: be frightened

alternatives: substitutes

natural: organic

on the rise: on the increase

hectic: chaotic

slim: thin

replace: restore

vital: important

- Elicit the foods/drinks mentioned in the article and write them on the board. Ask Ss to identify which are the same in their mother tongue.
- Elicit Ss' daily eating habits and compare them around the class.

(Ss' own answers)

- Remind Ss to practise *Reading aloud* using the S's CD/cassette. Ss listen to the text and follow the lines. Ss listen again with pauses, then read out from the text.
- 4 Explain the task. Ss work in pairs and complete the task. Check Ss' answers by asking various Ss to read out their timetables.

Suggested Answer Key

Approximate time	Activity/food/exercise etc
6:30 am	Wake up, green tea.
7:00 am	Morning work out
8:00 am	Breakfast: fruit, yogurt, rye bread
11:00 am	Mid-morning snack: banana or kiwi fruit
12:00 noon	Cold water
1:00 pm	Lunch: chicken or tuna sandwich, raw vegetables or fruit
3:00 pm	Mid-afternoon snack: dried fruit, banana, or fruit yogurt
6:00 pm	Evening work out: fast powerful exercise such as going for a run.
7:00 pm	Evening meal: include red peppers, chillies or ginger
8:30 pm	Deep breathing relaxation techniques
10:00 pm	Warm skimmed milk or camomile tea before bed

How to burn fat all day long

It's CD track 11

You shouldn't want to eat as much as you have already filled up with water.

3 B

Later in the day when you finish work and your body temperature is at its **peak** is the best time to do some fast, powerful exercise. At this time, your muscles are more **flexible** and your **reflexes** are faster than usual, so make the most of it. Go for a run or even a fast walk. Do whatever you enjoy, as long as it gets you moving and burning fat.

4 G

If you plan well, this meal can be an important part of your fat-burning day. There are certain foods and spices that will actually help your body to burn up any unwanted calories, such as red peppers, chillies and ginger. These will make your **nervous system** work faster and raise your body temperature, which in turn will burn more calories. Don't leave your evening meal too late, though, as you need to give your body time to **absorb** the food before you sleep.

5 F

If you have trouble getting off to sleep, though, don't **panic**. There are plenty of healthy, low fat **alternatives** to help you **nod off**. Why not try a glass of warm **skimmed** milk, or even a cup of chamomile tea? These **natural** and low-fat drinks will help you to get to sleep.

6 E



- A The next step is to **stock up** on **carbohydrates** and liquids. This will help to give you the energy you will need to get moving. Try to eat breakfast an hour after exercising so the carbohydrates will be turned into energy and not be stored as body fat. It's also a good idea to eat plenty of **unprocessed carbohydrates** such as fruit, yogurt and rye bread.
- B Now, by mid afternoon, you will find that your **stress levels** are **on the rise** again. That means that you are in need of fuel to keep you going through the rest of the afternoon. A small sweet snack would be the perfect choice. Try dried fruit, a banana or some fruit yogurt.
- C Try to start the day with a cup of green tea. Green tea wakes you up and gets you ready for your **hectic** day ahead. You will feel **upbeat** and active and at the same time your **metabolism** will be off to a good start, burning up those extra calories.
- D It makes sense if you become a calorie counter. Always read the back of packets and cans so that you know exactly what you are eating and what you are likely to gain from it.
- E So, eat regularly, drink lots of water, keep active, relax and sleep well. You too will be well on the way to a fat-burning routine that will keep you healthy and **slim**.
- F Then, instead of sitting down in front of the TV for those last few hours of your busy day, why not try a few deep breathing relaxation techniques. This will **guarantee** that your body is calm and ready for that deep sleep that you need to get ready for the next day.
- G The next step is the evening meal. It is important to eat an hour or so after your evening workout. This will **replace** some of the energy you have lost so that you will be able to get up and get going again the next day.
- H At around noon it's **vital** to drink lots of water. Water will help to **take the edge off** your appetite as it will fill you up. Experts recommend drinking cold water, as your body will have to use up calories just to warm it up!
- c. Read the article again and explain the words in bold. Suggest synonyms for the highlighted words. Then, list all the names of foods/drinks mentioned. Which are the same in your language? How similar are your daily eating habits to what the article says?

Follow-up

- 4 Read the article again and make a timetable for the perfect fat-burning day. List the foods mentioned and the approximate times for eating, exercising etc.

Vocabulary Practice

Food

5

- a. Read the lists. Can you add to them? Which of these do you eat every day? Which is your favourite/least favourite?

Meat/Poultry

beef
veal
lamb
chicken

Fish

tuna
salmon
cod
trout

Seafood

oysters
mussels
shrimps
squid
octopus

Fruit

olives
pear
melon
grapes
pineapple
lemon
avocado
kiwi fruit
peach

Vegetables

cauliflower
aubergine
cabbage
beans
peas
mushroom
leek
onion
tomato
carrot
lentils

Dairy

milk
cheese
yogurt
eggs
butter

Other

bread
pasta
rice
salt
pepper
ketchup
mayonnaise
snails

Kitchen Utensils & Recipes

6

- a. Match the verbs to the nouns. Can you think of any more foods to match each verb?

beat — flour — sieve
peel — cheese — grater
stir — pastry — rolling pin
sieve — parsley — knife
grate — potatoes — peeler
roll — eggs, cream — whisk
chop — soup — wooden spoon

- Which kitchen utensils do we use to do each of the above? Choose from the pictures, then make up sentences, as in the example.



We can beat eggs using a whisk.

- b. Read the list of ingredients. What do **ml**, **kg** and **g** stand for? Which do we use to measure weight? volume?

SEAFOOD PIE WITH LEEKS

1 kg potatoes
650 g cod
500 ml milk
500 g leeks

35 g butter
325 g large prawns
salt and pepper

for the cheese sauce:
200 g cheddar cheese
75 g butter
80 ml single cream
75 g plain white flour

- c. Read the recipe and fill in the appropriate verbs from part a. Then talk about it using **first**, **next**, **then**, **after that**.

First, you peel the potatoes.

METHOD

- 1) Peel the potatoes and cut into slices. Cook for 5 minutes in salted boiling water. Drain thoroughly.
- 2) Poach the fish in 75 ml of milk and then separate into flakes.
- 3) Wash and chop the leeks into small pieces and then fry in the butter.
- 4) To make the cheese sauce: Melt the butter in a pan then sieve the flour before adding it to the pan to make a smooth paste.

Gradually pour in the rest of the milk while constantly stirring the mixture.

- 5) Grate the cheese and slowly add to the pan and stir well. Add the cream and salt and pepper.
- 6) Mix the fish, prawns, and leeks into the pie dish and cover with half the sauce.
- 7) Layer the potatoes on top and then pour on the remaining sauce.
- 8) Bake at 190° C for about 45 minutes until it is bubbling and golden.

Serves 4

- 5 a. Go through the list of foods and elicit/explain the meaning of any unknown words. Ask Ss to suggest other foods to add to the list.

(Ss' own answers)

- b. Elicit the ingredients necessary for each dish around the class.

Suggested Answer Key

bread, butter, chicken, lettuce, tomato, mayonnaise etc

eggs, butter, cheese etc

apples, bananas, melon, peaches, pears, pineapple, grapes etc

- c. Read the questions. Elicit/Explain the meaning of any unknown words. Elicit answers to the questions around the class.

(Ss' own answers)

- 5 a. • Explain the task. Elicit/Explain any unknown words. Ss do the task. Check Ss' answers.

Answer Key (See overprinted answers)

We can peel potatoes with a peeler.

We can stir soup with a spoon.

We can sieve flour with a sieve.

We can grate cheese with a grater.

We can roll pastry with a rolling pin.

We can chop parsley with a knife.

- As an extension, ask Ss what other kitchen utensils they have in their kitchens at home. Ss can draw and label these utensils and make up sentences about them.

- b. Read out the list of ingredients. Elicit/Explain the difference between volume and weight. Elicit answers around the class.

Answer Key

ml – millilitres (volume)

kg – kilogram (weight)

g – gram (weight)

- c. • Explain the task. Allow Ss two minutes to complete the task. Check Ss' answers and then ask various Ss to talk about it using the linking words and phrases given.

Answer Key (See overprinted answers)

- As an extension, Ss can think of other verbs related to preparing food.

Writing Project

Explain the task. Elicit the vocabulary Ss need to use in their writing task. Ss do the task orally in class, and then assign it as written HW. As an extension, Ss can cook the dish and film it on video to show in class.

(Ss' own answers)

- 7 Explain the task. Ss do the task. Check Ss' answers.

Answer Key

salt and pepper bread and butter
strawberries and cream cheese and biscuits

Suggested Answer Key

Season the sauce with a little salt and pepper.
Do you like strawberries and cream?
Would you like a slice of bread and butter with your soup?
After the main course we had some cheese and biscuits.

- 8 Explain the task. Elicit a variety of answers from Ss around the class.

Answer Key (See overprinted answers)

Suggested Answer Key

tender chicken - tough steak - fatty meat - spicy curry -
mild cheese - sparkling apple juice - still water

- 9 a. • Explain the task and elicit answers around the class.
• As an extension ask Ss to act out dialogues using the sentences.

- b. Play the cassette. Ss listen and check their answers.

Answer Key (See overprinted answers)

- 10 Explain the task. Ss work in pairs and complete the task. Check Ss' answers by asking some pairs to act out their dialogues in front of the class.

Suggested Answer Key

- 2 A: How can steak be cooked?
B: It can be grilled or fried.
3 A: How can fish be cooked?
B: It can be grilled, fried, poached, or steamed.
4 A: How can peppers be cooked?
B: They can be stuffed, roasted, fried or grilled.
5 A: How can carrots be cooked?
B: They can be boiled or steamed.
6 A: How can potatoes be cooked?
B: They can be boiled, roasted, fried, or baked.
7 A: How can eggs be cooked?
B: They can be boiled, fried, or poached.
8 A: How can prawns be cooked?
B: They can be fried, boiled or grilled.

- 11 Ask Ss to look at the pictures and say what each shows. Then, Ss match the items to the pictures. Check Ss' answers. Ss make up sentences. Ask various Ss to read their sentences to the class.

Answer Key (See overprinted answers)

Suggested Answer Key

When they finished their meal, they asked for the bill.
I always leave a big tip if I have enjoyed my meal.
Crystal glasses are a sign of a quality restaurant.
The menu changes daily.

I prefer using cloth napkins to paper napkins.
You order at the counter in a fast food restaurant.
I don't like to drink out of a plastic cup.
The waiter was very helpful.
You pay at the till in a fast food restaurant.
Takeaway restaurants don't have any cutlery at all.
I don't like sitting on plastic chairs.
I had a lovely three-course meal at that new restaurant last night.
Using a tray makes less mess.
I often eat from the self-service salad bar because it is so good and convenient.

- 12 a. Explain the task. Play the cassette once. Ss listen and do the exercise. Check Ss' answers. Play the cassette again with pauses for Ss to explain what each speaker is complaining about.

Answer Key (See overprinted answers)

- b. • Read out the signs and elicit where they might be seen and then ask Ss to suggest two dishes for each place.

Answer Key

- a Fast food restaurant - cheeseburger and chips, club sandwich
b Restaurant - steak, pasta
c Takeaway - pizza, Indian, Chinese

- As an extension, collect other signs related to food from magazines, brochures etc and present them in class.

- 13 • Explain the task. Ss work in pairs and complete the task. Check Ss' answers by asking some pairs to act out their dialogues in front of the class.

Answer Key (See overprinted answers)

Suggested Answer Key

- A: Excuse me.
B: Yes, sir?
A: This glass is chipped.
B: I'm sorry sir, I'll replace it immediately.
• A: Excuse me.
B: Yes, sir?
A: This soup is cold.
B: I'm terribly sorry sir, I'll replace it immediately.
• A: Excuse me.
B: Yes, sir?
A: This steak is overcooked.
B: I'm sorry sir, I'll replace it immediately.
• A: Excuse me.
B: Yes, sir?
A: This is the wrong order.
B: I'm sorry sir, I'll get the right order immediately.
• As an extension, ask Ss to list other diner's complaints and make up similar dialogues.

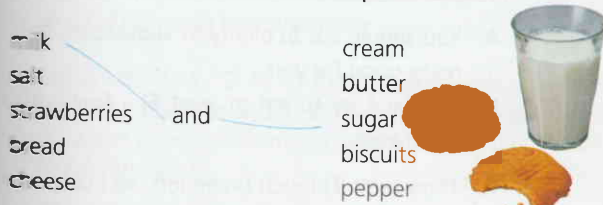
Tapescript for Exercise 9b (p. 119) → See p. 120
Ss can refer to p.209 of the S's book for the same tapescript.

Tapescript for Exercise 12a (p. 119) → See p. 120
Ss can refer to p.209 of the S's book for the same tapescript.

Writing Project

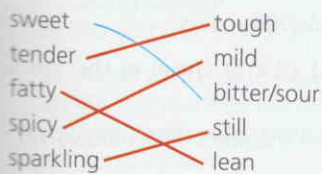
Write the recipe of a famous dish from your country for an international students' magazine. First write the **list of ingredients**, next write the **steps** that need to be followed. End your recipe saying how many people the dish serves.

7 Match the pairs, then make up sentences.



Do you take milk and sugar in your coffee?

8 Match the opposites, then name foods or drinks which can go with each.



sweet chocolate – bitter coffee – sour lemon

9 a. Can you guess what each sentence is about?

- Oh, well done, please. I can't eat it if it's rare.
- Would you like still or sparkling, sir?
- There's no white left I'm afraid, you'll have to have brown.
- Yes, they do either a continental or a full English.
- Yes, there's still some in the pot. Would you like milk and sugar?

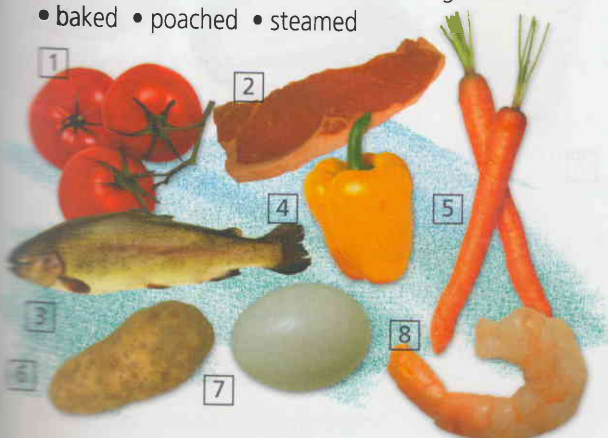
b. Listen and check if you were correct.

1 steak; 2 water; 3 bread; 4 breakfast; 5 tea

Ways of cooking

10 Look at the pictures. How can each of these foods be prepared? In pairs, act out dialogues.

- boiled • roasted • fried • stuffed • grilled
- baked • poached • steamed



A: How can tomatoes be cooked?

B: They can be fried, stuffed or grilled.

Places to eat

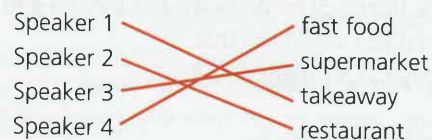
11 Match the words to the pictures. Write R (for restaurant), F (for fast food) or B (for both). Then make up sentences using these words.



- 1 tablecloth R; 2 bill R; 3 tip R; 4 crystal glasses R; 5 menu B; 6 paper napkin F; 7 counter F; 8 plastic cup F; 9 waiter R; 10 till B; 11 cutlery R; 12 plastic chairs F; 13 three-course meal R; 14 tray F; 15 self-service salad bar F

The tables were laid with expensive, white linen tablecloths.

12 a. Listen and match the speakers to the places. What is each person complaining about?

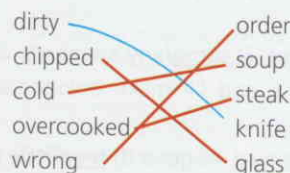


- b. Where could you see these signs? In pairs, think of two dishes you can have at each place.



Diner's Complaints

13 Match the adjectives to the nouns, then, in pairs, act out dialogues, as in the example.



A: Excuse me.

B: Yes, sir?

A: This knife is dirty.

B: I'm sorry, sir, I'll replace it immediately.

Quantifiers

Grammar Reference

14 Fill in **some, any, no, little or few**. How do we use each?

- 1 Could I have **some** more coffee please?
- 2 Have we got **any** biscuits? I'm starving.
- 3 There is very **little** milk left; could you get a pint when you are out?
- 4 Maggie is so fussy, there are very **few** things that she will eat.
- 5 I'm sorry, sir, there is **no** lobster left; would you like to try something else?
- 6 There are **some** sandwiches in the fridge if you are hungry.
- 7 I'm going to the market; would you like **any** fruit or vegetables?
- 8 There are a **few** olives left in the bottom of the jar.
- 9 I think you should add a **little** more pepper to the sauce.
- 10 **No** more potatoes for me, thanks, I'm full.

15 Complete the dialogue, then act out similar dialogues using the prompts.

- A: Would you like 1) **some** more bread?
 B: Yes, please. Is there 2) **any** pasta left?
 A: Sorry, there's 3) **no** pasta left but there is a 4) **little** salad if you would like that.
 B: No, that's OK. Thanks.

- potatoes/beef/gravy • cake/tea/orange juice
- water/curry/rice • chips/fish/sauce

16 a. Read the dialogue and underline the correct item.

- A: It shouldn't take too long to do the shopping this week. I don't think we need 1) **many/much**.
 B: Well, there's 2) **no/any** cheese left and only a 3) **little/few** bit of butter.
 A: Yes, don't worry. They're both on the list. Can you think of 4) **something/anything** else?
 B: How 5) **many/much** eggs have we got left?
 A: Oh, there should be plenty. I don't think we need 6) **no/any** more.
 B: Why don't you get 7) **some/any** spaghetti and a 8) **little/few** mince and I'll make bolognese for dinner tonight.
 A: Oh, that would be nice. I'll get a 9) **few/little** more tomatoes and 10) **some/any** mushrooms as well.

- b. In pairs, look at the ingredients in Ex. 6b and act out a similar dialogue.

17 Fill in **a lot of, much, many, (a) few, (a) little, plenty of**.

- A: How 1) **much** orange juice have we got left?
 B: There's 2) **a little** bit, would you like to finish it?
- A: How 3) **many** more potatoes would you like?
 B: Just one, thanks. I'll have 4) **some/a few** more carrots as well.
- A: You should eat 5) **plenty of** vegetables, they're really good for you.
 B: I know. I try to eat at least 6) **a few** portions each week.
- A: There isn't 7) **much** bread left, so I can't make you a sandwich, I'm afraid.
 B: That's OK. There's 8) **plenty of/a lot of** fruit. I'll eat some of that.
- A: Would you like 9) **a little** more lemonade?
 B: No thanks, I'm trying not to drink so 10) **many** sugary drinks these days.
- A: There's 11) **a lot of** cream in this sauce, isn't there?
 B: Yes, maybe I shouldn't have used so 12) **much**.

18 Look at the pictures and ask and answer, as in the example.



- 1 A: Are there enough biscuits to go round?
 B: No, there are only a few left.

- 14 Explain the task. Ss complete the task and say when we use each quantifier. Refer Ss to the Grammar Reference Section for more detail.

Answer Key (See overprinted answers)

We use **some** to talk about indefinite, not very large numbers or amounts in affirmative sentences, requests and offers.

We use **any** instead of **some** in negative sentences and in questions with **if**.

We use **no** to say 'not any'.

We use **little** with singular uncountable nouns and **few** with plurals. They mean 'not much/many'.

- 15 Explain the task. Ss fill in the missing words. Check Ss' answers. Then Ss work in pairs and act out similar dialogues using the prompts given. Check Ss' performance around the class.

Answer Key (See overprinted answers)

Suggested Answer Key

- A: Would you like some more potatoes?
B: Yes, please. Is there any beef left?
A: Sorry, there's no beef left but there is a little gravy if you would like that.
B: No, that's OK. Thanks.
- A: Would you like some more water?
B: Yes, please. Is there any curry left?
A: Sorry, there's no curry left but there is a little rice if you would like that.
B: No, that's OK. Thanks.
- A: Would you like some more cake?
B: Yes, please. Is there any tea left?
A: Sorry, there's no tea left but there is a little orange juice if you would like that.
B: No, that's OK. Thanks.
- A: Would you like some more chips?
B: Yes, please. Is there any fish left?
A: Sorry, there's no fish left but there is some sauce if you would like that.
B: No, that's OK. Thanks.

- 16 a. Explain the task. Ss do the exercise in pairs. Check Ss' answers. Some Ss read out the dialogue to the class.

Answer Key (See overprinted answers)

- b. Explain the task. Refer Ss back to Ex. 6b. Check Ss' performance. Have some pairs act out the dialogue for the class.

Suggested Answer Key

- A: It shouldn't take too long to do the shopping this week. I don't think we need much.
B: Well there's no cheese left and only a little bit of butter.
A: Yes, don't worry. They're both on the list. Can you think of anything else?
B: How many potatoes have we got left?
A: Oh there should be plenty. I don't think we need any more.
B: Why don't you get some leeks and a little cod and I'll make a seafood pie for dinner tonight.
A: Oh that would be nice, I'll get some cream and a few prawns as well.

Explain the task. Ss work in pairs and fill in the correct quantifiers. Check Ss' answers by asking various pairs to act out the completed dialogues.

Answer Key (See overprinted answers)

- 18 Explain the task. Ss work in pairs and complete the exercise. Check Ss' answers. Ask some pairs to present their dialogues to the class.

Answer Key

- 2 A: Are there enough apples to go round?
B: Yes, there are plenty.
3 A: Are there enough sandwiches to go round?
B: No, there is only one left.
4 A: Is there enough pizza to go round?
B: Yes, there is plenty.
5 A: Is there enough popcorn to go round?
B: Yes, there is plenty.
6 A: Are there enough ice creams to go round?
B: No, there is only one left.
7 A: Is there enough orange juice to go round?
B: No, there is only a little left.
8 A: Is there enough cake to go round?
B: No, there is only a little left.
9 A: Are there enough strawberries to go round?
B: Yes, there are plenty.

Tapescript for Exercise 9b (p. 119)

Ss can refer to p.209 of the S's book for the same tapescript.

- 1 A: How would you like your steak?
B: Oh, well done please, I can't eat it if it's rare.
2 A: Could I have a bottle of mineral water?
B: Would you like still or sparkling sir?
3 A: Can I have a loaf of bread?
B: There's no white left I'm afraid, you'll have to have brown.
4 A: Can you get breakfast at the hotel?
B: Yes they do either a continental or a full English.
5 A: Is there any tea left?
B: Yes, there's still some in the pot. Would you like milk and sugar?

Tapescript for Exercise 12a (p. 119)

Ss can refer to p.209 of the S's book for the same tapescript.

- 1 A: Little Italy. Can I help you?
B: Hello, this is Jane Hoskins from 12, Station Road. I phoned for a delivery about 45 minutes ago and it still hasn't arrived.
A: Let me check on that for you. ... Yes, I'm sorry, Mrs Hoskins, we've been very busy tonight. The driver has just left with your order, he should be with you any minute.
B: Oh, great. Thank you.
2 A: Are you ready to order?
B: Yes, but I was wondering if it would be possible for you to move us to another table. It's very dark in this corner.
A: Of course, Madam, right away. How about the table next to the window?
B: Yes, that would be fine.
3 A: Good morning, sir. How can I help you?
B: Hello. I came in yesterday and bought some of these frozen dinners because I thought they were on sale.
A: Yes, that's right. They're half price at the moment.
B: Well, when I got home and looked at the receipt I noticed that I'd been charged full price for them.
A: Can I see the receipt sir ... oh I'm terribly sorry. I don't know how that could have happened. I'll get you a refund straight away.
4 A: Is something wrong, sir?
B: Yes, I'm afraid this isn't what I ordered. I asked for a cheese burger but you've given me a chicken burger instead.
A: Oh I'm sorry. I must have misheard you ... there you are, sir.
B: Thank you.

- 19 • Ask Ss to look at the pictures, then elicit sentences from Ss around the class using the nouns in the list. Ask Ss to suggest other foods for each container.

Suggested Answer Key

We need to get a box of cornflakes.

I'll buy a bag of sugar.

Could you pass me that carton of orange juice?

Do you have a tin of fruit cocktail?

I'll take that packet of soup.

Will you get a jar of coffee?

bag – flour
box – tea bags, chocolates
carton – milk, apple juice, cream, eggs
tin – tomatoes, tuna, baked beans, sardines
bar – soap
packet – crisps, biscuits
bottle – water, coke
jar – jam, mayonnaise, peanut butter

- As an extension, Ss may collect foods/drinks in various packages and bring them to class. Alternatively, Ss can collect pictures of foodstuffs from their country in different packages and make a poster for the class.

- 20 Explain the task. Go through the list of items and elicit answers around the class and then Ss make up sentences. Check Ss' answers.

Answer Key (See overprinted answers)

(Ss' own answers)

Game

Play the game as instructed in the Student's Book.

- 21 Explain the task. Read out the list of verbs and elicit their meanings. Go through the example. Elicit/Explain why **forbid** is the correct verb to use in this sentence (*forbid means to say that they are not allowed to do sth*). Ss work in pairs and complete the task. Help Ss where necessary. Check Ss' answers by asking various Ss to read their sentences aloud.

Answer Key (See overprinted answers)

- b Ian invited her to come over for dinner that night.
c His secretary reminded him that the time of the meeting had changed to 11 o'clock.
d Chris apologised to Angela for being late. His car had broken down.
e Dave complained that the service was very slow in that café.
f Mary threatened to tell Jim's mother if he did that again.
g She warned the children not to touch the oven or they would get burned.
h Andy advised Mark to go to Tony's.
i Ben offered to help Helen with the shopping.
j Tom suggested having fish for dinner.
k Bob boasted that he was the best chef in town.
l The policeman ordered the criminal to stand still.

- 22 a. Explain that this exercise works with Appendix 1 at the back of the book. Go through the letter R with Ss. Ss work in pairs and do the exercise. Check Ss' answers. Ss should memorise these phrases.

Answer Key (See overprinted answers)

Appendix 1 (p. 121)

Ss can refer to p.184 of the S's book for the same appendix.

Q

- quarrel about sth/with sb (v/n) • qualified for (adj) • quick at (adj)
- quotation from (n)

R

- ready for (adj) • reason for (n) • reason with (v) • receive from (v) • (keep) a record of (n) • recover from (v) • reduction in (n) • refer to (v) • (in)with reference to (n) • refrain from (v) • regardless of (prep) • related to (adj) • relationship between (n) (but: a relationship with sb) • relevant to (adj) • rely on (v) • remind sb of/about (v) • remove from (v) • replace sth with sth else (v) • reply to (n/v) • report on (n/v) • reputation for/of (n) • respect for (n) • respond to (v) • responsibility for (n) • responsible for (adj) • result from (v) (= be the consequence of) • result in (v) (= cause) • result of (n) • rich in (adj) • rise in (n) • rude to (adj)

- b. • Explain that the phrases in this exercise are taken from the article on pp.116-117. Do item 1 with Ss then Ss work in pairs and complete the exercise. Check Ss' answers, then Ss make up sentences.
• Alternatively, assign the exercise as written HW. Ss prepare their sentences for the next lesson. Check Ss' answers. Ss should memorise these phrases.

Answer Key (See overprinted answers)

Containers & Contents

- 19 What can you see in the pictures? Make up sentences using the words **bag, box, carton, tin, bar, packet, bottle, jar**. What other foods/drinks can go with each container?



Can I have a bottle of ketchup, please?

Countable/Uncountable Nouns

- 20 Write **C** (for countable) or **U** (for uncountable) next to each of the nouns, then make up sentences.

Food: roast lamb **U**; grape **C**; olive **C**;
olive oil **U**; ketchup **U**; rice **U**;
spaghetti **U**; bread **U**; egg **C**; oyster **C**; mussel **C**;
beef **U**; biscuit **C**; aubergine **C**

Drink: milk **U**; orange juice **U**; lemonade **U**; tea **U**;
Coke **U**; coffee **U**

Other: accommodation **U**; news **U**; police **U**; traffic **U**;
advice **U**; warning **C**; job **C**; work **U**; Physics **U**;
furniture **U**; coin **C**; travel **U**; money **U**; view **C**;
scenery **U**; journey **C**; rubbish **U**; bag **C**; luggage **U**;
information **U**; weather **U**; Maths **U**; bottle **C**

I'd like some roast lamb, please.

Competition Game



In pairs, think of a recipe and list the ingredients you need. Stand in front of the class and use your list to act out a dialogue as if you are making a shopping list for this dish. Students, in teams, try to guess what you are planning to cook. The first team to guess correctly is the winner.

S1: Have we got any eggs?

S2: No, we need to buy some.

S1: All right. What about butter? etc

Reported Speech:
special introductory verbs

- 21 Match the verbs 1-12 to the direct sentences a-l and then rewrite them as reported speech using the appropriate introductory verb, as in the example.

1 g	warn	5 i	offer	9 e	complain
2 b	invite	6 l	order	10 d	apologise
3 c	remind	7 k	boast	11 f	threaten
4 h	advise	8 j	suggest	12 a	forbid

- a Susan's mum told her, "You are not allowed to go to the party."
Susan's mum forbade her to go to the party.
- b "Would you like to come over to dinner tonight?" Ian asked her.
- c His secretary said, "Don't forget that the time of the meeting has changed to 11 o'clock."
- d "I'm so sorry I was late. My car broke down," Chris said to Angela.
- e "The service is very slow in this café, isn't it?" Dave said.
- f Mary told Jim, "If you do that again, I'll have to tell your mother."
- g "Don't touch the oven or you'll get burned," she said to the children.
- h "If I were you, I'd go to Tony's," Andy said to Mark.
- i Ben told Helen, "I can help you with the shopping if you like."
- j "Let's have fish for dinner," said Tom.
- k "I'm definitely the best chef in town," Bob said.
- l The policeman said to the criminal, "Stand still."

Prepositions

Appendix 1

- 22 a. Fill in the correct preposition, then explain the phrases.
- You can **rely on** her. She won't let you down.
 - Remember to **reply to** Mr Jones' letter.
 - Researchers have shown that there is a **relationship between** a high-fat diet and heart disease.
 - She took a long time to **recover from** the shock.
 - Citrus fruits are **rich in** vitamin C.
 - Sarah is **responsible for** the catering.
 - Using peppers instead of chillies **results in** a milder, sweeter dish.
 - His doctor told him to **refrain from** eating fatty foods.
- b. Fill in the correct prepositions, then make up sentences using the phrases.
- 1 to think **about** sth (= consider); 2 **on** the rise; 3 **at** its peak; 4 ready **for** sth; 5 **in** need of sth

Phrasal Verbs

Appendix 2

23 Replace the verb in bold with the correct phrasal verb formed with **make** or **put**.

- Let's **postpone** our trip to the countryside until the weather improves. (= **put off**)
- He **invented** an excuse but I'm sure nobody believed him. (= **made up**)
- Tina's dad was away on business on her birthday but he **compensated** for it by bringing her back some beautiful presents. (= **made up for**)
- It took the firefighters about two hours to **extinguish** the fire. (= **put out**)
- John **proposed** some really good ideas at the last meeting. (= **put forward**)
- I don't think he is going to **tolerate** her complaining for much longer. (= **put up with**)
- I could see the sign, but I couldn't **distinguish** exactly what it said. (= **make out**)
- Vicky is **saving** her money at the moment to buy a new car. (= **putting aside**)
- He **stored** the potatoes in the cupboard. (= **put away**)
- The thieves **stole** about £2000. (= **made off with**)

Open Cloze

24 Read the text and think of the word which best fits each gap. Use only ONE WORD in each gap.

The Low-Down on Low-Fat Labelling



When you walk around a supermarket **0** these days you can easily be dazzled **1** by all the food labels claiming to be 'fat-free' or 'light', but are these foods as healthy **2** as they claim to be? Unfortunately, when you look more closely, **3** it becomes clear that they are not. For example, a product that claims to **4** be 80% fat free is simply a product that contains 20% fat, actually quite a high fat content. The **5** same goes for so-called light foods. Products **6** such as sausages and mayonnaise that are naturally high **7** in fat can be labelled 'light' even if **8** their fat content is only slightly reduced. Another problem is that 'low in fat' **9** can sometimes also mean low in taste. So, to make **10** up for this, some manufacturers add a lot **11** more salt and sugar to their low-fat products than is needed. This makes them **12** as bad as, if not worse than, the full fat equivalent. In the UK, the government is preparing guidelines that would strictly control **13** the use of phrases like 'low fat' and 'light' on food packaging, but until these come **14** into effect don't believe everything you read on the label. If something looks **15** too good to be true, it probably is.

Idioms & Fixed phrases

25 a. Fill in the gaps with the correct word from the list and then explain the meaning of each expression.



- I thought it would be really difficult to cook that Thai recipe, but in the end it was a **piece of cake**. (= **easy**)
 - The children had a nap this afternoon so now they are **full of beans**. (= **energetic**)
 - I didn't go to see the film with Alex because it didn't sound like **my cup of tea**. (= **to one's taste**)
 - It's very simple. **In a nutshell**, all you have to do is call them and see what they want. (= **simply put**)
 - Labour relations is a bit of a **hot potato** in our office at the moment. (= **controversial**)
 - Whenever she opens her mouth she seems to land right **in the soup**. (= **in trouble**)
- b. Find other English food idioms and present them in class.

- 23
- Explain that this exercise works with Appendix 2 at the back of the book.
 - Ask Ss to think of any phrasal verbs formed with **make** or **put**. Write them on the board. Elicit their meanings by asking Ss to give examples.
 - Do item 1 with Ss. Ss work in pairs and complete the exercise. Check Ss' answers. Ss should then memorise these phrasal verbs.

Answer Key (See overprinted answers)

Appendix 2 (p. 122)

Ss can refer to p. 187 of the S's book for the same appendix.

Wake

made for = suit exactly
for = (tr) go towards
out = 1) (tr) distinguish; 2) (tr) out; fill in
over = (tr) give possession of sth
 else

make up = 1) (tr) invent; 2) (tr) put cosmetics on; 3) (int) reconcile
make up for = (tr) compensate
make up one's mind = decide

aside/by = (tr) save
across = (tr) communicate
 fully; **get across/over**
away = 1) (tr) store; 2) (tr) put sb
 in mental hospital
down = 1) (tr) write down; **take**
 2) (tr) suppress forcibly
down to = (tr) attribute to
forward = (tr) propose
 off = (tr) postpone

put on = 1) (tr) dress oneself in; 2) (tr) increase (in weight); 3) (tr) cause to take place (show/performance)
put out = (tr) extinguish (fire etc); 2) cause trouble
be put out = be annoyed
put through = (tr) connect by phone
put up = 1) (tr) erect; build; 2) (tr) offer hospitality; 3) (tr) show in a public place
put up with = (tr) tolerate

- Post Reading:** Ask Ss to look at the containers used in the Pre-Reading again and rewrite the descriptions so that they actually reflect the contents.
- As an extension, ask Ss to compare and contrast the nutrition labels of similar products manufactured by various companies and decide which one to buy and why. Alternatively, Ss work in groups and think of a food product to advertise and then design an ad for it and think of a jingle to advertise it.

- 25 a. Explain the task. Ss do the exercise. Check Ss' answers, then Ss explain the idioms.

Answer Key (See overprinted answers)

- b. In pairs, Ss think of additional idioms. Ask some pairs to present their idioms to the class and explain the meanings in English.

(Ss' own answers)

- Pre-Reading:** Ask Ss to bring in a variety of food containers and list the words/phrases used to describe the contents. Then, ask Ss to explain the meaning of these words/phrases.
- Explain the task. Read out the title. Elicit from Ss what the text might be about. Ask Ss to read the text quickly to get the gist.
- Read the example. Ask Ss to explain why **these** is the correct answer (*'these days' is a fixed phrase*). Point out that Ss must pay attention to the words before and after each gap and remind them that the missing words can be adverbs, articles, modal/auxiliary verbs, conjunctions, prepositions, pronouns or phrasal verbs.
- Ss read the text again and complete the task. When Ss have completed the task tell them to read the text through to check it makes sense. Check Ss' answers.

Answer Key (See overprinted answers)

- be dazzled by
- as ... as
- subject of the sentence
- claim to be sth
- the same goes for: fixed phrase
- such as
- high/low in sth
- third person plural possessive determiner
- can sometimes mean: modal
- make up for sth: fixed phrase
- a lot more
- as bad as
- definite article
- come into effect
- too good to be true

- 26 Explain the task. Ss do the exercise. Check Ss' answers, then Ss explain the phrases.

Answer Key (See overprinted answers)

- 1 bring sth to the attention of the public
- 2 romantic idea of the past
- 3 the place where you most want to be
- 4 a very small amount

- 27 a. Explain the task. Ss complete the exercise. Check Ss' answers.

Answer Key (See overprinted answers)

- b. Explain the task. Ss work in pairs and prepare their lists. Help Ss where necessary. Check Ss' answers by asking various pairs to read out their lists in class.

(Ss' own answers)

- 28 Explain the task. Ss complete the exercise. Check Ss' answers around the class.

Answer Key (See overprinted answers)

Suggested Answer Key

It was tiny, the size of a grain of rice.

He went to the baker's to get a loaf of bread.

At the market I bought a bunch of grapes.

Add a pinch of salt to the water when it starts to boil.

First chop and fry a clove of garlic and then add the onion to the pan.

- 29 Explain the task. Ss do the exercise and identify the grammar/lexical structure tested. Check Ss' answers.

Answer Key (See overprinted answers)

- 1 not + much + uncountable noun
- 2 reported speech
- 3 reported speech
- 4 fixed phrase
- 5 fixed phrase
- 6 reported speech
- 7 fixed phrase
- 8 reported speech

- 30 • **Pre-Reading:** Ask Ss to list the foods that they eat when they feel sad/depressed. Ask Ss to explain why they eat these foods.
- Explain that in this kind of exercise Ss are given a text in which some lines contain a mistake in the form of an extra word that needs to be removed. Read out the title and elicit what the text is about. Ask Ss to read the text quickly to check if their guesses were correct.
 - Read out the first sentence. Focus Ss' attention on the word **been**. Ask Ss to explain why **been** is extra and therefore wrong (*because it is only used with have in the present perfect tense and the sentence is written in the present tense*). Point out that Ss need to read the text line by line, not sentence by sentence.
 - Read out the second line of the text. Elicit that it does not contain a mistake.
 - Ask Ss to read the third line and look for a mistake. Continue with the rest of the text. Ss should always justify their corrections.
 - When Ss have completed the exercise, ask individual Ss to read through the corrected text.

Answer Key (See overprinted answers)

- 1 we do not use both the pronoun and the noun together
- 3 incorrect tense
- 5 this noun does not require the definite article
- 6 the modal verb requires only one main verb
- 8 we do not use both the pronoun and the noun together
- 9 the relative pronoun refers to the noun
- 10 the adverb doesn't require two quantifiers
- 11 the relative pronoun doesn't require a modal
- 13 we do not use both the pronoun and the noun together
- 14 'all these' is a set expression, not 'these all'
- 16 'lift your spirits' is a set expression and does not need second preposition

- **Post Reading:** Ask Ss to list everything they ate that day and classify them according to whether they have a positive or negative effect on their moods.

26 Underline the correct word and then explain each of the phrases in bold.

- Publishing his new cookery book has brought him **into the public** eye/tongue.
- His grandparents would tell him all sorts of stories about **the** good/past old days.
- Jane is very happy with her new job as a chef. She seems to have found her **place in the** sky/sun.
- The company donated £5000 to Feed the Children, which was very generous but unfortunately **just a drop in the** sea/ocean compared to what they actually need.

27 a. Match the American words to their corresponding British ones. Which of these are the same in your language?

American	British
meat grinder	biscuit
candy	sweets
jelly	tin
chips	mincer
can	crisps
cookie/cracker	mincemeat
eggplant	chips
French fries	courgette
zucchini	aubergine
ground meat	jam

b. In a minute make a list of foods which you use in your language but come from another language.

28 Fill in the correct word then make up sentences.

- loaf • bunch • piece • grain
- clove • pinch

- a piece of cake
- a grain of rice
- a loaf of bread
- a bunch of grapes
- a pinch of salt
- a clove of garlic

Would you like another piece of cake?

Key Word Transformations

29 Complete the second sentence using the word in bold. You must use between two and five words, including the word given. Do not change the word in bold.

- There is only a little milk left in the bottle.
much There **isn't much milk left** in the bottle.
- He said to us, "I can give you a lift to the station if you like."
offered He **offered (to give) us** a lift to the station.
- "Don't forget to take an umbrella with you," she said to him.
reminded She **reminded him to take** an umbrella with him.
- I'm sorry, there's no coffee left.
run I'm sorry, we **have run out of** coffee.
- The fridge is almost empty.
hardly There **is hardly any food/anything** in the fridge.
- "I'd cut down on salt if I were you, Tim," said Jo.
advised Jo **advised Tim to cut down on** salt.
- What is the price of that saucepan?
much How **much does that saucepan cost**, please?
- "Why don't we invite Lisa to the party?" Rob asked.
suggested Rob **suggested inviting/(that) we invite Lisa** to the party.

Error Correction

30 Read the text below and look carefully at each line. If the line is correct, put a tick (✓). If it has a word which should not be there, write this word on the line, as in the example.

Mood Food

Did you know that what you eat can have been a drastic effect on how you feel? We all know that what we eat it affects us physically but did you know some foods affect us mentally, too? Studies have been shown that chocolate can lift your spirits and make you feel happier. However, the effect lasts only for a short time. The high fibre foods on the other hand can be make people feel positive, energetic and think quicker. Research shows that people who they eat a high fibre diet tend to be less stressed, less tired and less depressed than people are who don't. Also, they are able to think lots more quickly. Nevertheless, other foods can that have a negative effect on us such as coffee, eggs, sugar and foods that they contain a lot of artificial flavourings and preservatives. These all foods can make us feel sad, anxious and prone to panic attacks. Foods that have been proven to lift up your spirits are oily fish, salads, fruit, cereals and nuts.

- | | |
|----|------|
| 0 | been |
| 00 | ✓ |
| 1 | it |
| 2 | ✓ |
| 3 | been |
| 4 | ✓ |
| 5 | The |
| 6 | be |
| 7 | ✓ |
| 8 | they |
| 9 | are |
| 10 | lots |
| 11 | can |
| 12 | ✓ |
| 13 | they |
| 14 | all |
| 15 | ✓ |
| 16 | up |
| 17 | ✓ |

Listening & Speaking skills

31 You will hear a conversation between three friends talking about eating out versus cooking at home. Listen and decide who said what. Write **G** for Gary, **S** for Sarah or **F** for Frank.

- | | |
|---|----------|
| 1 This speaker wants to go out for dinner. | G |
| 2 This speaker says that eating out is unhealthy. | F |
| 3 This speaker thinks that restaurant food tastes good. | G |
| 4 This speaker says eating out is expensive. | S |
| 5 This speaker thinks someone is making excuses. | F |
| 6 This speaker thinks someone is lazy. | S |
| 7 This speaker can't cook well. | G |

32 Describe the pictures. Compare and contrast them, then answer the questions.



Picture A shows a person at a takeaway restaurant whereas Picture B shows a man preparing a salad at home.

- Why do some people prefer eating out to eating at home?
- Why is junk food so popular?

33 You will hear a radio interview with a famous cardiologist. For questions 1-6 decide whether the statements are true (**T**) or false (**F**).

- | | |
|--|----------|
| 1 Heart attacks are more common now than they were in the past. | T |
| 2 Dr Shaw says most people would eat a healthier diet if they had more time. | T |
| 3 If you have a healthy diet, with lots of fruit and vegetables, you don't have to exercise. | F |
| 4 Dr Shaw recommends joining a gym. | F |
| 5 Dr Shaw says men in their 50s tend to smoke and drink too much coffee. | F |
| 6 Dr Shaw implies men are more at risk of heart attacks than women. | T |

34 Your friend has put on a lot of weight recently and wants to do something about it. Talk to your friend and

- advise him/her on what to do in order to lose weight in a healthy way;

- tell him/her about a diet/exercise programme that has worked for you;
- encourage him/her to try it.

35 You are going to hear a news report on young people's eating habits. Listen and choose the **best** answer to the questions below.

- The speaker says young people
 - had a healthier diet in the past.
 - think fast food is nutritious.
 - would be healthy if they didn't eat fast food.
- Modern day families
 - prefer to eat out.
 - don't have time to prepare healthy food.
 - eat more than they should.
- The speaker says
 - people should skip breakfast instead of eating doughnuts or croissants.
 - home cooked meals are very nutritious.
 - no fixed meal times lead to bad eating habits.
- Young people eat junk food at lunchtime
 - because it is convenient.
 - because it is filling.
 - because they can't afford anything else.
- The speaker says teenagers
 - eat unhealthy snacks all day long.
 - sometimes eat nothing healthy all day.
 - need to learn to cook healthy food.
- Young people today
 - don't eat fresh food.
 - usually have a healthy evening meal.
 - only drink sugary soft drinks.

36 Lucy's son has invited his friends from the football team over for dinner. In pairs, decide which **would** be appropriate for Lucy to cook for her guests.



- A: I think she shouldn't cook burgers because they're ...
 B: I couldn't agree more. A good idea would be ...

- 31 • **Pre-Listening:** Elicit from Ss pros & cons of eating out/cooking at home. Ss then, in pairs, use the prompts to talk about it.
- Explain the task. Ss read the items 1-7. Ask Ss to underline the key words in the statements. Explain that for some items Ss won't hear exactly the same words in the listening task, but that the meaning will be the same.
 - Play the cassette. Ss do the exercise. Check Ss' answers by playing the cassette again with pauses.

Answer Key (See overprinted answers)

- As an extension, play the cassette again with pauses and ask Ss to identify the words/phrases that they used to deduce the answers.
- 32 • Explain the task. Ask Ss to describe the pictures.
- Go through the questions. Explain that when Ss compare and contrast the two pictures they need to think about these questions. Elicit useful vocabulary to help Ss compare the pictures. Ss do the task. Check Ss' answers.

Suggested Answer Key

Picture A shows someone at a fast food restaurant whereas picture B shows someone preparing a salad at home. It seems like the person in picture B is going to enjoy a healthier meal and he will probably have spent less money on it as well. However, the person in picture A has not had to spend any time preparing his meal.

- a *Some people may choose to eat at fast food restaurants because they do not have much time, because they are not good cooks or because they prefer the taste of fast food to home-cooked meals.*
- b *Junk food is very popular because many people are unable or do not have the time to cook for themselves. Fast food is a cheap and convenient alternative and fast food restaurants are also good places for young people to go and meet their friends.*

- 33 • **Pre-Listening:** Explain the situation. Ss guess what the script is about, then, write down three things they would ask a cardiologist. After Ss have done the listening task, they check if their questions have been answered.
- Explain the task. Ss read the items 1-6. Ask Ss to underline the key words in the statements. Explain that for some items Ss won't hear exactly the same words in the listening task, but that the meaning will be the same.
 - Play the cassette. Ss do the exercise. Check Ss' answers by playing the cassette again with pauses.

Answer Key (See overprinted answers)

- As an extension, play cassette again with pauses and ask Ss to identify the words/phrases that they used to deduce the meaning.

- 34 Explain the task. Conduct a conversation with a S, modelling the first point, and then Ss work in pairs and complete the exercise. Then, ask Ss to swap roles. Monitor Ss' performance, and then ask some pairs to present their ideas to the class.

Suggested Answer Key

- A: *If I were you I would try to get more exercise. You should watch what you eat as well. If you cut down on the number of takeaways you have and start eating more salads and healthy meals I'm sure you will lose the weight in no time.*
- B: *What exactly should I do?*

A: *When I wanted to lose weight I started eating five or six small healthy meals throughout the day, instead of just having one big meal at night. I joined a gym as well and made sure that I went at least three times a week.*

B: *That sounds difficult!*

A: *Once you get into the routine it's not too difficult. If you do lose the weight you'll feel much happier. It will be a great excuse to buy some new clothes for the summer as well.*

B: *OK, then. I'll try it and see.*

- 35 • **Pre-Listening:** Ss talk about their favourite kinds of food/drink.

- Explain the task and go through the questions. Play the cassette. Ss listen and complete the task. Play the cassette again if necessary. Check Ss' answers by playing the cassette with pauses.

- As an extension, Ss say how far they agree to the script or not.

Answer Key (See overprinted answers)

- 36 Explain the task. Ask Ss to look at the pictures and identify the dishes and then complete the task. Point out that the dinner guests are young athletes and so the meal should be as healthy as possible. Check Ss' answers.

Answer Key

The pictures show: burger and French fries, prawns and rice, steak and onions, green salad, grilled chicken, club sandwich, chocolate cake, fruit salad, baked potato and pasta.

Suggested Answer Key

I think the best choice for the boys would be the grilled chicken with baked potatoes and a green salad. This would give them a very filling and healthy meal. They could also have the fruit salad for dessert.

Tapescript for Exercise 31 (p. 124)

Ss can refer to p.209 of the S's book for the same tapescript.

Gary: Do you want to go out for dinner tonight?

Sarah: Again! That's the third time this week. Don't you ever eat at home, Gary?

Gary: Yes, sometimes I get take out or order pizza.

Sarah: Don't you ever cook anything?

Gary: Not often, I don't really know how to and I'm usually too busy.

Frank: Do you have any idea how unhealthy it is to eat out so often?

Gary: Why do you say that, Frank?

Frank: Well, first of all you can never be sure how fresh the ingredients are and it's a well known fact that most restaurants don't buy the best quality produce because it costs too much.

Gary: So how come the food is always so tasty?

Frank: That's because they use a lot of fat and seasonings like salt, pepper and spices to improve the flavour.

Sarah: Besides, eating out all the time can get expensive. Think of all the money you could save, Gary, if you ate at home.

Gary: I suppose so, but the menu would be rather boring, I can only make easy things like spaghetti and omelettes.

Sarah: So, get a cook book! There are lots of easy recipes that you could follow.

Gary: But then I'd have to go to the supermarket, buy the ingredients, come home, cook and then do all that washing-up afterwards. I certainly don't have the time to do that every day.

Frank: Stop making excuses, Gary. If you plan your meals in advance you only have to shop once or twice a week and washing-up doesn't take that long to do!

Sarah: I think you are just being lazy, Gary.

Frank: I know, let's start a dinner club. We each cook twice a week, that way we can have home cooked food 6 times a week and go out for dinner once a week. What do you say?

Sarah: I think that's a great idea, Frank, don't you, Gary?

Gary: I suppose so, but you'd better bring your indigestion tablets when it's my turn to cook!

Tapescript for Exercise 33 (p. 124) → See p. 126(T)

Ss can refer to p.210 of the S's book for the same tapescript.

Tapescript for Exercise 35 (p. 124) → See p. 126(T)

Ss can refer to p.210 of the S's book for the same tapescript.

- 37 a. Explain the task. Play the cassette. Ss listen and answer the question.

Answer Key (See overprinted answer)

- b. Explain the task. Read out the phrases in the boxes, then go through the situations. Model the first dialogue with a S. Ss work in pairs and complete the task. Check Ss' performance, and then ask some pairs to act out their dialogues in front of the class.

Suggested Answer Key (See overprinted answers)

- c. Explain the task. Ss work in pairs and complete the task. Check Ss' answers by asking various pairs to act out their dialogues in front of the class.

Suggested Answer Key

- A: I really hope that you can come to my wedding reception on Saturday night.
B: I'd love to. Thanks for inviting me.
 - A: We're having a fancy dress party on Thursday night. Would you like to come?
B: Thanks, but I'm not really keen on fancy dress parties.
 - A: If the weather is good on Sunday afternoon, we're going to have a barbecue. You are coming, aren't you?
B: Thanks, that sounds like fun.
 - A: We're having dinner at that new Italian restaurant tonight. Would you like to join us?
B: Thanks, that sounds like fun but I'm afraid I can't. I've already made plans for this evening.
- 38 a. • Read out the heading. Elicit possible places where such a dialogue may take place (at a supermarket, at a delicatessen counter/shop etc).
• Play the cassette. Ss answer the question.

Answer Key (See overprinted answer)

- b. Ss work in pairs and do the exercise. Check Ss' answers, and then ask Ss to read out from the dialogues.

Answer Key (See overprinted answers)

Suggested Answer Key

- A: Number 54, please.
B: Yes, that's me.
A: What would you like?
B: Can I have half a kilo of Lancashire cheese, please?
A: Here you are. Would you like anything else?
B: Yes, I'd like 150 grams of potato salad and 3 Scotch eggs, please.
A: Right. Will that be all?
B: Yes, that's it. Thank you.
A: Here you are. Thank you very much. Who's next, please?
- A: Number 54, please.
B: Yes, that's me.
A: What would you like?
B: Can I have 100 grams of cheese dip, please?
A: Here you are. Would you like anything else?
B: Yes, I'd like 250 grams of sliced roast beef and two slices of cheese and tomato quiche, please.
A: Right. Will that be all?
B: Yes, that's it. Thank you.
A: Here you are. Thank you very much. Who's next, please?

- 39 a. Explain the task. Play the cassette. Ss listen and answer the question. Play the cassette again for Ss to check their answer.

Answer Key (See overprinted answer)

- b. Explain the task. Ss complete the task. Play the cassette with pauses for Ss to check their answers.

Answer Key (See overprinted answers)

- c. Explain the task. Ss work in pairs and complete the task. Check Ss' answers by asking various pairs to act out their dialogues in front of the class.

Suggested Answer Key

- A: Have you been served?
B: No, I haven't.
A: What can I get you?
B: A Margarita pizza with extra cheese, please.
A: Would you like any garlic bread with that?
B: Yes, one please, and two tins of lemonade.
A: OK. Anything else?
B: No, that's it, thanks.
A: That's £8.20 then, please.
B: Here you are.
A: Thank you. It'll just be a couple of minutes.
- A: Have you been served?
B: No, I haven't.
A: What can I get you?
B: Six pieces of chicken and two tubs of coleslaw, please.
A: Would you like any chips with that?
B: Yes, three large portions please.
A: OK. Anything else?
B: No that's it, thanks.
A: That's £10.50 then, please.
B: Here you are.
A: Thank you. It'll just be a couple of minutes.

- 40 Explain the task. Read out the sentences and model the intonation. Ss work in pairs and practise the intonation. Monitor Ss' performance. If necessary, play the cassette again.

(Ss' own answers)

Tapescript for Exercise 37a (p. 125)

Ss can refer to pp.210-211 of the S's book for the same tapescript

- 1 A: We're all going out to that new Chinese restaurant tonight, would you like to join us?
B: Sure, why not? I don't have anything else to do tonight.
- 2 A: I'm having a party on Saturday night, I hope you can make it.
B: Thanks, I'd love to come.
- 3 A: I'm having a dinner party on Tuesday, everyone has to bring something. Would you like to come?
B: Um, I guess so.
- 4 A: It's my 6 year old daughter's birthday party on Sunday and children from her class will be there. You are coming aren't you?
B: Yes, I suppose so.
- 5 A: Do you want to come to my parent's house for dinner on Sunday?
B: Ok, I might as well. I don't want to stay here all by myself.

Tapescript for Exercise 39a (p. 125) → See p. 127(T)

Ss can refer to p.211 of the S's book for the same tapescript

Accepting/Refusing Invitations

37 a. Listen to the dialogues. In which one is the invitation accepted more enthusiastically? (2nd)

b. Complete the dialogues 1-4 using one of the expressions from the boxes below.

Accept

Enthusiastically: Thanks, I'd love to ...; Thanks, that sounds great/like ...; I'd love to, thank you very much for asking/inviting me.

Unenthusiastically: I guess so; I suppose so; I might as well; Why not?

Refuse

Politely: Thanks for asking/thinking of me but ...; It sounds lovely/great/wonderful but I'm afraid I ...; Sorry, I can't ...; I would love to, but I'm afraid I can't because ...; Thanks, but I'd rather not. I'm not very keen on ...

Firmly: No thanks, I don't enjoy/fancy/feel like ...

Impolitely: No, I don't want to/I hate ...

1 A: We are all going out to that new Chinese restaurant tonight. Would you like to join us?
B: **Thanks, that sounds like fun, I'd love to.** (accept enthusiastically)

2 A: I'm having a party on Saturday night. I hope you can make it.
B: **I guess so. I don't think I've got anything else planned.** (accept unenthusiastically)

3 A: I'm having a dinner party on Tuesday. Would you like to come?
B: **Thanks for asking me, it sounds great but I'm afraid I can't.** (refuse politely)

4 A: It's my daughter's birthday party on Sunday and all the children from her class will be there. You are coming, aren't you?
B: **No, thanks. I don't enjoy children's parties.** (refuse firmly)

c. In pairs, use the phrases from the table and the prompts below to act out similar dialogues.

Invite somebody to:

- a wedding reception • a fancy dress party
- a barbecue • an Italian restaurant

Doing your Shopping

38 a. Listen to the dialogue. Where does it take place? **At a delicatessen counter/shop.**

b. Read the dialogue and fill in the questions, then use the prompts to act out similar dialogues.

- Will that be all? • Who's next, please?
- Would you like anything else?
- What would you like?

A: Number 54, please.

B: Yes, that's me.

A: **1) What would you like?**

B: Can I have 250 grams of Camembert cheese, please?

A: Here you are. **2) Would you like anything else?**

B: Yes, I'd like half a kilo of smoked salmon and 300 grams of coleslaw, please.

A: Right. **3) Will that be all?**

B: Yes, that's it. Thank you.

A: Here you are. Thank you very much. **4) Who's next, please?**

- half a kilo of Lancashire cheese/150 grams of potato salad/3 Scotch eggs
- 100 grams of cheese dip/250 grams of sliced roast beef/2 slices of cheese and tomato quiche

Ordering Fast Food

39 a. Listen to the dialogue. How many people is the food for? **Two.** Listen again and check.

b. Read the dialogue and fill in the missing parts.

A: **1) Have you been served?**

B: No, I haven't.

A: **2) What can I get you?**

B: Erm, 2 cheeseburgers and 2 large Cokes, please.

A: **3) Would you like any fries with that?**

B: Yes, 2 medium fries and a child's portion of chicken nuggets.

A: **4) OK. Anything else?**

B: No, that's it, thanks.

A: **5) That's £6.20 then, please.**

B: Here you are.

A: Thank you. It'll just be a couple of minutes.

c. Use the prompts to act out similar dialogues.

- Margarita pizza with extra cheese/any garlic bread?/yes, 1 and 2 tins of lemonade/£8.20
- 6 pieces of chicken and 2 tubs of coleslaw/any chips/yes, 3 large portions/£10.50



Intonation

40 Listen and repeat, then say how we form exclamations.

- That's expensive!
- How tasty!
- What nice sauce!
- What excellent roast beef!
- What impolite waiters!
- What a delicious dish!



Charles Dickens (1812-1870) is generally considered to be the greatest English novelist, enjoying immense popularity throughout his career.

Dickens wrote novels that exposed the terrible lives of the poor during the nineteenth century in England.

Novels such as *David Copperfield*,

Great Expectations, *Bleak House*, *A*

Christmas Carol and *A Tale of Two Cities*

draw attention to the dreadful conditions in which so many of London's poor lived at that time. These novels reflect Dickens' own childhood, when his father was unable to pay his debts and Dickens himself was sent out to work in a factory when he was just twelve years old.

Oliver Twist (1838) is set in the underworld of poverty and crime which existed in early Victorian London. It tells the story of an orphan, Oliver, who, after spending his early life in a workhouse is sent to work for a hard taskmaster. Oliver runs away to London, where he joins a gang and becomes a pickpocket. By chance, a wealthy gentleman takes pity on Oliver and takes him into his house. Although Oliver is forced to return for a time to the gang, he eventually is reunited with his family and lives happily ever after.

Reading

- 41 Read the biography and the title. Who do you think Dickens describes in *Oliver Twist*? Why?
- 42 a. Look at the pictures and describe them. How do you think people lived in early Victorian London? Was life easy for children then? How do you know?
b. Look at the pictures again. Who do you think Oliver Twist is? What kind of life did he have? Was it happy? Read the extract and find out.
- 43 Read the extract again. Which picture is described? **Picture 1.**
- 44 Match the opposites in the list to the highlighted words and then explain the words in bold.
• hot • loud • unafraid • indifferent
• light • calmly • rosy-cheeked

THE ADVENTURES OF OLIVER TWIST A Novel by CHARLES DICKENS



At the age of nine, Oliver was a pale, thin child. He and the other workhouse boys never had enough warm clothes or food. They were given only three meals of thin soup every day. On Sundays they had a small piece of bread.

They were fed in a big hall. A large pot stood at one end of the room, and the soup was served by the master. Each boy had one small bowl of soup and no more. The bowls never needed washing, because the boys cleaned them with their spoons until they shone. But there was not enough food. Oliver and the other boys were always hungry, so one day they decided that one boy would walk up to the master after supper and ask for more soup. Oliver was chosen.

In the evening, the boys sat down at the tables.

- 45 a. Read the extract again and put the sentences in the correct order.
 - 13 Mr Bumble put Oliver in a dark room.
 - 2 The master served the soup.
 - 4 The boys whispered to each other.
 - 8 Oliver asked for some more soup.
 - 5 The boys made signs to Oliver.
 - 10 Oliver asked for some more soup a second time.
 - 6 Oliver stood up.
 - 3 The soup disappeared quickly.

- 1 Explain the task. Allow Ss some time to read the biography and answer the questions. Elicit answers from various Ss around the class.

Suggested Answer Key

He could be describing himself because some aspects of Oliver Twist reflect Dickens' own childhood when he was sent out to work in a factory at the age of twelve.

- 2 a. Ask Ss to describe what they can see in the pictures. Read out the questions and elicit answers around the class.

Suggested Answer Key

In picture 1, there is a big, fat man wearing an apron standing over a small boy who is holding out a bowl and a spoon. They could be in a dining hall. There are other small boys and a tall thin woman in the room. They look shocked.

In picture 2, there is a well-dressed man looking at a book at a bookstall in a market. There are three boys standing very close to him. One of them is pulling the sleeve of another boy and he looks like he wants to run away.

In picture 3, there are the same three boys from picture 2. One boy has hold of another while the third boy is holding a candle and seems to be presenting him to an old man with a long coat and a beard. There is also a man, a woman and an ugly dog in the picture.

(Ss' own answers)

- b. Explain the task. Read out the questions and elicit possible answers around the class. Play the cassette. Ss follow the extract silently and see if their guesses were correct.

(Ss' own answers)

- 3 Ss read the text again and answer the question.

Answer Key (See overprinted answer)

- 4 Explain the task. Read out the words in the list. Ss match them to the highlighted words in the text. Ask Ss to explain the words in bold by giving synonyms or examples. Alternatively, Ss can look up unknown words in their dictionaries. Check Ss' answers.

Answer Key

pale ≠ rosy-cheeked

quiet ≠ loud

dark ≠ light

cold ≠ hot

frightened ≠ unafraid

angrily ≠ calmly

enthusiastic ≠ indifferent

(Ss' own answers)

- 5 a. Explain the task. Read through the sentences. Do the first item with Ss as an example, then Ss work in pairs and complete the task. Check Ss' answers.

Answer Key (See overprinted answers)

Tapescript for Exercise 33 (p. 124)

Ss can refer to p.210 of the S's book for the same tapescript.

Interviewer: Now, Welcome to 'You and Your Health'. Today on our show we have the famous cardiologist Dr Shaw. He is here to give us some advice about how to keep our hearts in good condition. Thanks for taking the time to come on our show, Dr Shaw. A lot of our listeners have written in with questions and concerns regarding their health and the health of their loved ones. First of all, maybe you could explain to us why the numbers of people suffering from heart attacks seem to be on the increase these days?

Dr Shaw: Well, I think the answer to that is, unfortunately, our modern lifestyle.

Interviewer: Could you be a little more specific please, doctor?

Dr Shaw: Yes, of course. What I mean is that we live in a fast paced, demanding world today. We all seem to be in a terrible hurry, under a lot of stress with less and less time to relax and take care of our health. For example, how many times have you been too busy to eat a proper meal and so end up eating some unhealthy take out food full of salt, fat, preservatives and colourings? Most people underestimate the importance of a healthy diet. We all know that we should eat more fresh fruit, and vegetables, but when we are busy we tend to forget and go for something quick, convenient and filling which is often quite unhealthy.

Interviewer: So, what you're telling us is that if we all make an effort to eat healthier food we are less likely to suffer from heart problems.

Dr Shaw: Of course a healthier diet is going to help, however, diet alone is not enough to guarantee a healthy heart. Exercise is also important. We should all make sure we get a regular moderate amount of daily exercise.

Interviewer: You mean we should all join a gym or buy exercise machines?

Dr Shaw: Only if you have the time and the money. If not just spend thirty minutes a day doing a physical activity such as walking, cycling, gardening or even dancing. You will be helping your heart as well as strengthening your muscles and increasing your lung capacity. Which brings me to another important lifestyle change that is quite hard for a lot of people to make and that of course is to try and cut down on caffeine and nicotine. In fact, if I had to describe a potential heart attack victim it would be a man in his 50's with a stressful job and a family to support, who drinks a lot of coffee, smokes cigarettes, doesn't eat proper balanced meals and gets very little physical exercise.

Interviewer: Well, thanks, Dr Shaw, you have certainly given us a lot to think about. We are now going to open up the phone lines and allow our listeners the chance to ask their questions ...

Tapescript for Exercise 35 (p. 124)

Ss can refer to p.210 of the S's book for the same tapescript.

Young People's eating habits

Most young people today, unfortunately, have very unhealthy eating habits. Studies have shown that teenagers today eat more processed foods than ever before. When eating out they choose fast food restaurants for the obvious reasons. They are cheap, noisy and usually filled with people their own age. However, fast food restaurants are not their only source of unhealthy food. The modern day family usually has both parents working outside the home and this means parents don't often have the time to prepare healthy nutritious meals for their family. Supermarkets today are filled with prepackaged, instant foods. For example, you can get mashed potatoes in a packet (just add water), tinned or packaged soups, as well as a large variety of frozen ready made dishes such as lasagna, meat pies, and many others. Therefore, even home cooked meals might not be that nutritious.

Another contributing factor to young people's unhealthy eating habits is the fact that there seem to be no regular meal times these days. Most people skip breakfast because they don't have time or, if they do have something, it is usually of little nutritious value such as toast and jam or a doughnut or croissant. Lunch is also a problem, if you have a lunch break a lot of people use their lunch hour to socialise or run errands and they don't want to spend a lot of time eating. As a result, the most popular foods at lunchtime are snacks. These come in the form of burgers, fries, hotdogs or sandwiches, which are usually on white bread with plenty of mayonnaise or butter and processed foods, such as cheese or luncheon meats. After school, most young people are hungry so they fill up on biscuits, crisps or other unhealthy snacks. If they end their day with a meal of pizza or some other ready made food they have not had anything fresh or nutritious to eat all day. Combined with sugary soft drinks, the average young person's diet is healthier now than it has ever been!

- b. Explain that Ss will have to scan the text for the information to complete the task. Do the first item with Ss, then Ss complete the task. Check Ss' answers.

Answer Key (See overprinted answers)

(Ss' own answers)

- 46 a. Explain the task. Ss work in pairs, make notes and retell the story in their own words.

(Ss' own answers)

- b. Explain the task. Ss work in pairs and discuss the question. Monitor Ss performance, then ask various pairs to present their views to the class. Alternatively, start a class discussion and invite Ss to share their opinions with the rest of the class.

(Ss' own answers)

- Remind Ss to practise *Reading aloud* using the S's CD/cassette. Ss listen to the text and follow the lines. Ss listen again with pauses, then read out from the text.

Project

- Explain the task. Assign the task as HW. Ss may present their pictures in the next lesson. These can be put up on the wall to make an *Oliver Twist* mural.
- As an extension, Ss can read *Oliver Twist* and write a book review. Alternatively, they can watch the film and write a film review.

Tapescript for Exercise 39a (p. 125)

Ss can refer to p.211 of the S's book for the same tapescript.

- A: Have you been served?
 B: No, I haven't.
 A: What can I get you?
 B: Erm, 2 cheeseburgers and 2 large Cokes, please.
 A: Would you like any fries with that?
 B: Yes, 2 medium fries and a child's portion of chicken nuggets.
 A: OK. Anything else?
 B: No, that's it, thanks.
 A: That's £6.20, then, please.
 B: Here you are.
 A: Thank you. It'll just be a couple of minutes.

The master stood by the pot, and the soup was served. It disappeared quickly. The boys whispered and made signs to Oliver. He stood up from the table and went to the master, with his bowl and spoon in his hands.

"Please, sir," he said, "I want some more."

The master was a fat, healthy man, but he went very pale. He looked with surprise at the small boy.

"What?" said the master at last in a quiet voice.

"Please, sir," repeated Oliver, "I want some more."

The master hit Oliver with his spoon, then seized him and cried for help. Mr Bumble rushed into the room, and the master told him what Oliver had said.

"He asked for more?" Mr Bumble cried. "I cannot believe it. One day they will **hang** the boy."

He took Oliver away and shut him in a dark room. The next morning a notice appeared on the workhouse gate. Five pounds were offered to anybody who would take Oliver Twist.

Oliver was a prisoner in that cold, dark room for a whole week. Every morning he was taken outside to wash, and Mr Bumble beat him with a stick. Then he was taken into the large hall where the boys had their soup. Mr Bumble beat him in front of everybody. He spent every day crying. When night came he tried to sleep, but he was cold, lonely and frightened.

One day, outside the high workhouse gate, Mr Bumble met Mr Sowerberry. Mr Sowerberry was a tall, thin man who wore black clothes and made coffins. Many of his coffins were for the poor people who died in the workhouse.

"I have prepared the coffins for the two women who died last night," he said to Mr Bumble.

"Good," said Mr Bumble. "You will be rich one day, Mr Sowerberry! Do you know anybody who wants a boy? And five pounds?" He raised his stick and pointed to the notice on the gate.

The arrangements were soon made, and Mr Bumble took Oliver to Mr Sowerberry's shop that

evening. Oliver did not want to go.

"I will be good, sir!" he said. "I am a very little boy and it is so – so – lonely! Please don't be angry with me, sir!" To Mr Bumble's surprise, Oliver had tears in his eyes. He told the boy not to complain, to dry his eyes and to be good. He took Oliver's hand, and they continued walking in silence.

Mr Sowerberry had closed the shop, and he was writing by the light of a candle when they arrived.

"Here, Mr Sowerberry, I have brought the boy," said Mr Bumble. Oliver bowed.

"Oh, that is the boy, is it?" said Mr Sowerberry. "Mrs Sowerberry, come here, my dear." A short thin woman with a narrow face came out from a little room behind the shop. "My dear," said Mr Sowerberry, "this is the boy from the workhouse that I told you about."

Oliver bowed again.

"Oh!" said the woman. "He is very small."

"Yes, he is rather small!" said Mr Bumble. "But he will grow, Mrs Sowerberry, he will grow."

"Yes, I expect he will," said the lady angrily, "on our food and our drink. Here, get downstairs, you little bag of bones. You can have some of the cold meat that we saved for the dog. The dog hasn't come home since this morning."

Mrs Sowerberry opened a door and pushed Oliver down some stairs into a dark room.

Oliver's eyes shone at the thought of meat. They gave him a plate of the dog's food, and he ate very quickly. Mrs Sowerberry was not pleased that he was so enthusiastic.

"Come with me," she said, taking a dirty lamp and leading him upstairs again. "Your bed is in the shop."

Oliver was left alone in the shop. He was alone in a strange place. He climbed quickly into his narrow bed and fell asleep.

From "Oliver Twist" in the Penguin Readers series,
retold by Deborah Tempest

- 9 The master was surprised.
- 1 The boys sat down at the tables in the big hall.
- 12 Mr Bumble came into the room.
- 7 Oliver went to the master.
- 11 The master called out for help.

b. Match the characters with the descriptions. What do you think Mr Bumble looks like? Why do you think so?

- | | |
|----------------|-----------------------------------|
| Oliver Twist | fat and healthy |
| The master | tall and thin with black clothes |
| Mr Sowerberry | short and thin with a narrow face |
| Mrs Sowerberry | pale, thin and very small |

- 46 a. Make a list of the things that happened in the story, then take turns to retell the story in your own words.
- b. Discuss what you would have done in Oliver Twist's place.

Project

Choose one of the scenes from the extract and draw a picture for your class's **Oliver Twist Drawing Competition**.

Writing an assessment report



An assessment report is usually written for someone in authority such as your employer. It presents and evaluates the positive and negative qualities of a place, person, etc in order to make some kind of judgment or recommendation. Reports always contain factual information. We always begin a report by saying who the report is for and their position, the writer's name and position and what the report is about.

Introduction

In the **first paragraph** we present the purpose and content of the report.

Main Body

In the **main body**, we present each topic in detail under separate sub-headings.

Conclusion

In the **last paragraph** we summarise the information and state our general assessment or evaluation.

We usually write reports in a formal, impersonal style. We write short sentences containing factual language so that the information can be understood easily. We normally use present tenses in assessment reports as well as the passive voice and full verb forms.

Analysing the Rubric

47 Read the rubric, underline the key words, and answer the questions.

- The editor of the magazine where you work as an assistant editor has asked you to write a report assessing the good and bad points of the Taj Mahal Indian restaurant. Write your report describing the restaurant's food, prices, service, and atmosphere.

- Who is going to read your report?
 - The restaurant's staff.
 - (b)** Your editor.
 - The restaurant's customers.
- What is your position according to the rubric?
An assistant editor.
- What subheadings should the report have?
Introduction, Food & Prices, Service, Atmosphere, Conclusion
- Match the nouns to the adjectives, then say which of these are positive and which are negative.

slow menu (positive)
high service (negative)
helpful atmosphere (positive)
warm prices (negative)
varied staff (positive)

slow service (negative)

- What should(n't) a good restaurant have? Use your answers to make up sentences, as in the example.

*A good restaurant should not have slow service.
However, it should have ...*

Analysing a Model Text

48 Read the report and fill in the appropriate subheadings from the list.

- Conclusion • Service • Introduction
- Atmosphere • Food and Prices

To: Mr C. James, Editor
From: Al Thompson, Assistant Editor
Subject: Taj Mahal restaurant

1) Introduction

The purpose of this report is to assess the good and bad points of the Taj Mahal restaurant.

2) Food & Prices

The Taj Mahal offers a wide range of Indian cuisine, all of which is beautifully cooked and presented. What is more the meals are good value for money as the prices are quite reasonable.

3) Service

The waiters are very polite and friendly and they are able to make helpful suggestions about the menu. However, the service is a little slow, especially when the restaurant gets busy.

4) Atmosphere

The restaurant has a tasteful Eastern-style décor and carpets. In addition, the soft ethnic music helps to give the Taj Mahal a very pleasant atmosphere. Nevertheless, the lighting is poor, so it is difficult to read the menu.

5) Conclusion

In conclusion, although the service can be slow and the lighting poor, the Taj Mahal is a pleasant restaurant that offers food at reasonable prices. Therefore, I would certainly recommend it to anyone who enjoys Indian food.

- Which are the positive/negative points that the writer makes? What linking words has he used to link contrasting ideas? similar ideas?

Style

49 Replace the informal phrases with appropriate formal ones.

Informal	Formal
I've written this report to tell you ...	<i>The aim of this report is to assess ...</i>
There are lots of Indian dishes.	<i>The menu offers a wide variety of Indian dishes.</i>
It's a bit pricey.	<i>The prices are somewhat expensive.</i>
We couldn't see well.	<i>The lighting was poor.</i>
If you like Italian food, you should go there.	<i>I would highly recommend it to anyone who enjoys Italian food.</i>

- 47 • Read out the tip. Explain any points Ss have difficulty with.
- Read out the rubric. Help Ss to underline the key words then go through the questions and elicit answers from Ss.

Answer Key (See overprinted answers)

5 ... *helpful staff. A good restaurant should not have high prices. However, it should have a warm atmosphere. A good restaurant should also have a varied menu.*

- 48 • Explain the task. Allow Ss some time to read the report and complete the task. Check Ss' answers.

Answer Key (See overprinted answers)

- Read out the questions and elicit appropriate answers around the class.

Answer Key

Positive points: *wide range of Indian cuisine, beautifully cooked and presented, good value for money, reasonable prices, friendly and polite waiters, tasteful décor, pleasant atmosphere.*

Negative points: *service a little slow, poor lighting.*

Linking contrasting ideas: *However, Nevertheless, although*

Linking similar ideas: *What is more, as, and, In addition, Therefore*

- 49 Explain the task. Read though the table and the example. Ss do the task. Check Ss' answers.

Suggested Answer Key (See overprinted answers)

- 50 Explain the task. Ask Ss to read the beginning and ending of the report again and then complete the task. Check Ss' answers.

Answer Key (See overprinted answers)

- 51 Read out the linkers. Allow Ss some time to read the sentences and complete the task. Check Ss' answers.

Suggested Answer Key

- 2 The restaurant offers a wide variety of main courses, although there was little choice for dessert.
Despite the fact that the restaurant offers a wide variety of main courses, there was little choice for dessert.
The restaurant offers a wide variety of main courses. However, there was little choice for dessert.
- 3 The food was very reasonably priced and furthermore the drinks were cheap.
The food was very reasonably priced. In addition, the drinks were cheap.
The food was very reasonably priced. What is more, the drinks were cheap.
- 4 In addition to being in a poor location, the exterior of the building looks shabby and run down.
- 5 Despite the fact that the lights were too bright, the restaurant has a pleasant atmosphere.
- 6 It offers a wide variety of Japanese and Thai food and furthermore there are some English dishes for the less adventurous.

- 52 a. Explain the task and read out the prompts. Ss work in pairs and tick the prompts. Check Ss' answers.

Answer Key (See overprinted answers)

- b. Explain the task and read the sentences. Play the cassette. Ss listen and complete the task. Check Ss' answers by playing the cassette again with pauses.

Answer Key (See overprinted answers)

- 53 a. Explain the task. Read rubric and ask Ss to underline the key words. Check Ss' answers. Then, go through the prompts and the questions. Ss complete the task. Check Ss' answers.

Answer Key (See overprinted answers)

Suggested Answer Key

T: Who are you writing to?

S1: The manager.

T: Who are you?

S2: I am ..., the assistant manager.

T: What are you going to write about?

S2: An assessment of Marco's, suggesting changes.

Introduction To assess Marco's and suggest any changes.

Main Body

(Paras 2-3)

Food and prices:

satisfied with the quality and prices – not a wide variety of dishes – add some extra dishes – have different specials

Service:

staff is friendly and polite – short-handed during busy periods – hire extra people during rush periods

Atmosphere and facilities:

not been painted for some time – Repaint and improve the lighting – No car park – Convert the area behind the kitchen into a car park

Conclusion I was generally impressed by Marco's restaurant. The suggested changes would improve Marco's and make it more popular.

- b. Assign the report as written HW.

Suggested Answer Key

To: Mrs D White, Manager, Marco's restaurant.

From: Pete Murphy, Assistant Manager

Subject: Assessment report of Marco's suggesting changes

Introduction

As requested, this report was carried out to assess Marco's and to make suggestions in order to improve the restaurant.

Food and Prices

Our customers are generally very satisfied with the quality and prices of our food. However it might be a good idea to add some extra dishes to the menu. We could also have different specials each week in order to increase the range of food available.

Service

Our staff is always friendly and polite, however during busy periods we are a little short-handed. I recommend that we hire extra people to work during the lunchtime and dinner time rushes so that our service is always fast and efficient.

Atmosphere

Marco's has not been decorated for some time. Repainting and improving the lighting would certainly attract new customers. Furthermore many people drive to the restaurant so I would also suggest that we convert the area of wasteland behind the kitchen into a car park.

Conclusion

Carrying out the suggestions outlined in this report would improve Marco's and would be very popular with our customers.

- 54 Read the quotations aloud and elicit/explain the meanings of each.

Suggested Answer Key

- You can only judge whether something is good/successful etc or not after you have tried it or experienced it for yourself.
- You shouldn't worry too much about dietary advice. It's better to eat what you enjoy.

Tapescript for Exercise 52b (p. 129)

Ss can refer to p.211 of the S's book for the same tapescript.

Ben

I go to Marco's a couple of times a week because it's so close to the office. There's not a wide variety of food, but it's good and really cheap. Sometimes at lunchtime, though, it gets a bit crowded. When that happens the service is really slow. They definitely need extra staff for the busy periods. But apart from that, it's OK. Fine for a quick lunch.

Joey

No, I've never been in here before but today I was just looking for something to eat. The food's good, though, and the man behind the counter was friendly and helpful. Mind you, the place looks like it could do with being decorated, doesn't it? It's a bit dirty and dingy. What's more, it's dark that you can hardly see the menu.

Rachel

What I like the most about Marco's is that it's always here when I need it. I often work at 2 o'clock in the morning and I like to go for something to eat before I go home. Everywhere else in town is closing at that time but not here. There's a really friendly and relaxed atmosphere in here as well. I can be chatting with my friends, for hours and you never feel any pressure to finish and leave. I wish they had a car park, though. It's a little scary going back to the car so late when everything is dark and deserted.

Self-Assessment Module

4

Vocabulary & Grammar

1 Fill in the missing word.

- Grilled chicken accompanied **by** steamed vegetables is a very healthy meal.
- He is dedicated **to** his family.
- The restaurant offers a three-**course** meal for £10 per person.
- Have we got **any** milk left?
- Would you like still or **sparkling** water, sir?
- She gave her mum a **bouquet** of flowers as a birthday present.
- She has always been prone **to** ear infections.
- Do you prefer wearing formal or **casual** clothes?
- That new suit fits you like a **glove**!
- The store caters **to** people of all ages.
- Can you buy me a **packet** of biscuits, please?
- He is hopeless at **making** decisions.
- Luckily, the headmaster **let** him off with a warning.
- Virgos are creatures of habit, so they like to **follow** routines.
- She never buys her perfumes here. She always has them **imported** from France.
- That's interesting. The same idea occurred **to** me!
- I'm afraid horror films are not really my cup of **tea**.
- She was on the **point** of playing the video when the electricity was cut off.
- The test was really easy. It was a **piece** of cake.
- Then you **beat** the eggs with the whisk.

(10 marks)

2 Circle the correct item.

- Your energy level is at its in the early afternoon.
A top B high **C peak** D summit
- We'll have strawberries and for dessert.
A butter B milk C yogurt **D cream**
- Tom going for a picnic.
A invited **C suggested**
B offered D asked
- Milk products are in calcium.
A rich B wealthy C full D plentiful
- His fee is just a drop in the compared to the cost of the whole project.
A river B lake **C ocean** D sea
- Keep a(n) out for a parking space.
A hand **B eye** C nose D ear

- John his car serviced last month.
A has had C will have
B had D had had
- He can't afford a holiday; he's on a budget.
A wacky B low C strong **D tight**
- Your body needs time to the vitamins and minerals in your food.
A absorb B attract C stock D keep
- Those old photographs have great value to me.
A emotional C expressive
B sentimental D sensitive

(10 marks)

Use of English

3 Complete the second sentence using the word in bold. You must use two to five words including the word given. Don't change the word given.

- The cupboards are practically empty.
hardly There **is hardly anything** in the cupboards.
- That's the garage where they fixed Ann's **car**.
had Ann **had her car fixed** at that garage.
- There are only a few strawberries left.
many There **aren't many strawberries left**.
- "Why don't we go to the park?" Tony **said**.
suggested Tony **suggested that we go/going to** the park.
- "Are you interested in Biology?" Laura **asked** Tim.
if Laura **asked Tim if he was** interested in Biology.

(5 marks)

4 Fill in the correct word derived from the word in bold.

- Fill your full name in the **application** form.
- Did you have any **difficulty** doing the exercise?
- It's **dangerous** to cross a street without looking both ways.
- He likes **traditional** music.
- Drain the vegetables **thoroughly**.

(5 marks)

- 5 Read the sentences. If a sentence is correct put a tick (✓). If it has a word which should not be there, write this word on the line.

- 1 Nowadays the more and more people the
- 2 tend to eat junk food. The main reason ✓
- 3 is that people have less of time for eating. of
- 4 If we don't improve of our eating habits, of
- 5 we are more likely to suffer from diseases ✓
in the short term.

(5 marks)

Communication

- 6 Put the dialogue into the correct order.

- 7 No problem. I'm happy to help you. Goodbye.
- 6 Oh, really. That's great news. Sorry to have troubled you.
- 5 Let me see. Here it is. The items you ordered were sent out today.
- 3 What seems to be the problem Ms Madoc?
- 2 Hello. This is Ruth Madoc, Customer number XJ12459. I'm calling about my order.
- 4 I haven't received any goods yet and I placed my order over three weeks ago.
- 1 Hello, BMS customer services, Lyn speaking. How may I help you?

(5 marks)

Complete the exchanges.

- 1 A: Can I try this on?
B: Of course. The fitting rooms are over there.
- 2 A: I'd like to return this radio.
B: Certainly. Would you like an exchange or a refund?
- 3 A: I'm having a pool party on Saturday. Would you like to come?
B: I'd love to but I've got to study for my exams.
- 4 A: Would you like anything else?
B: Yes, I'd like half a kilo of Stilton cheese, please.
- 5 A: What do you think? Shall I buy these sunglasses?
B: Yes, but only if you can afford it.

(5 marks)

Listening

- 8 You will hear an interview with an owner of an organic food restaurant. For questions (1-10), complete the sentences.

Organic food is produced without the use of

1 chemicals

Diane's first introduction to organic food was as a

2 teenager

Her grandmother used 3 natural fertilizers on her fruit and vegetables.

4 Meat/Dairy products can also be organic.

A lot of 5 business people go to the restaurant.

Later in the day, there is a different

6 menu

In the summer the café has 7 barbecues

People are realising that organic food tastes

8 better

The 9 environment also benefits from organic food.

The chemicals used in fertilizers and pesticides

10 poison the soil.

(10 marks)

Speaking

- 9 Describe the pictures. Then, in pairs discuss the following: (See Suggested Answers Section)



- Which type of food do you prefer eating? Why?
- Where do you enjoy going out to eat? How often do you go there? Why do you like it?



(10 marks)

Reading

- 10** You are going to read an article about the history of the British monetary system. Choose the most suitable heading from the list (A-I) for each part (1-7) of the article. There is one extra heading which you do not need to use. There is an example at the beginning.



In For a Penny In For a Pound

0

C

England has enjoyed a relatively stable single national currency with an unbroken history of over 900 years. The origins of the pound sterling date even further back. In fact, the pound as a unit of currency has never had to be replaced by a new currency, in contrast to many European currencies. The pound has also been preferred and widely accepted in international trade for two hundred years. As a result, other countries had to adapt their currency arrangements to fit in with sterling.

1

D

Economic activity in the very earliest civilizations had to do with trading or "bartering". Services were traded to meet individual needs. For example, a master would reward his servant with food and shelter. Goods of equal value were also exchanged. People then began to use items that had the same value to everyone. In the earliest civilizations cattle, grain, salt, leaves, and seeds were traded to buy necessities. England has returned to barter several times over the course of its history.

2

E

The Ancient Britons used sword blades as currency before they started minting coins. The designs of the earliest coins, dating back to 125 BC, were imitations of Macedonia's pure gold coins. As their experience of minting grew the designs became more original. The coins started to reflect their lifestyle and interests. The horse was a common feature as they were a rural people. Their love of hunting and farming can be seen in the designs of boars and ears of wheat.

3

H

Coins continued to be used in Britain while it was part of the Roman Empire. The Romans did, however, impose their own coinage on Britain. Small brass and copper "minissimi" coins were used for low value purchases. When the Roman Empire collapsed in the 5th century and Britain was invaded by the Anglo-Saxons, minting and the use of coins ceased in England for over 200 years. The island went back to bartering and using other, more primitive, standards of value.

4

B

With the Viking invasions of England came an enormous increase in the production of coins. Alfred the Great, who prevented the Vikings from conquering all of England, had eight mints built so that he would have enough coins to pay his soldiers and to build forts and ships. The kings who came after Alfred had to keep increasing the number of mints in order to pay for the defense of the country. It became so complicated, that in 928, King Athelstan passed a law stating that there was to be only one single type of money or currency in England, and there has been just one ever since. This occurred many centuries before other major European countries such as France, Germany and Italy had their own national currency.

5

A

The pound was introduced into England by the Normans even before William I conquered and united England in 1066. It was originally an amount of silver weighing a pound and became the basis of the monetary systems throughout the British colonies. With Britain's head start in the Industrial revolution, developments in banking, her military victories and the spread of the British Empire during the 19th century, the pound sterling became the world's most important currency.

6

I

In 1816 the standard of value for the sterling changed from silver to gold and other countries followed the British example, making the gold standard an international one. During the worldwide economic crisis in 1931, Britain was forced to abandon the gold standard. The US dollar replaced the pound sterling as the key global currency. Other countries then fixed their exchange rates against the dollar, the value of which remained defined in terms of gold.

7

G

After the Norman Conquest, the pound was divided into twelve shillings. The shillings were made of silver and the weight of twelve shillings was exactly that of one pound. The shillings were then divided into twelve pence or pennies. The pennies were made of copper, and the weight of twelve pennies was exactly the weight of one shilling. On 15th February, 1971, Britain introduced the decimal system. This meant that the pound (£) was equal to 100 pence (p) which made it much easier to use.

- A The strongest currency worldwide
- B Deciding on a single currency
- C The long history of the pound
- D Using goods to buy and sell
- E Coins showed the ancient way of life
- F The oldest money in the world
- G Making it simpler for all
- H From coins to trade again
- I Changing the way the pound is measured

(15 marks)

Writing an assessment report

- 11 You have a part-time job in the cafeteria in your college. The manager wants you to write a report assessing the cafeteria and suggesting any changes that you think need to be made to make it more popular with the students. Use the notes as well as your own ideas to write your report (120-180 words).

(See Suggested Answers Section)



To: The Manager, Hillside Community College Cafeteria

From: your name

Subject: College Cafeteria

Introduction

(Para 1) *purpose of report – assess college cafeteria – suggest changes*

Main Body

(Para 2) *food is inexpensive – suitable for students on a tight budget – well-cooked – not a very wide range of food – menu is boring*

(Para 3) *cafeteria is bright and cheerful – long tables no comfortable chairs*

(Para 4) *during the week – opens from 8am to 6pm – more and more students have lessons at night – study in the library at night and weekends*

Conclusion

(Para 5) *inexpensive student cafeteria with a pleasant atmosphere – expand menu – buy new furniture – extend opening hours to 8am to 9pm – open on Saturdays and Sundays – attract more students*

(20 marks)

(Total = 100 marks)

- b. What do you usually have for: breakfast? lunch? dinner? Are you a healthy eater? Why/Why not?

(Ss' own answers)

Sing Along!

Listen and fill in. Then, listen again and sing.

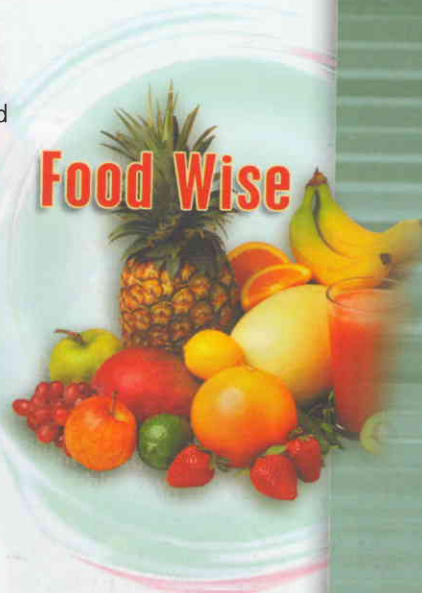
Eat a 1) **healthy** breakfast
Before you start your day
2) **Energy** is what you need
To help you work and play

You've got to be
food wise
And watch what's on
your plate
The right food at the
right time
Can keep you feeling
great.

Snacking burns off
3) **fat**, so
It can be good for you
But choose foods that are healthy
A 4) **chocolate** bar won't do!

You've got to be food wise ...
When it comes to lunchtime
Go for something 5) **light**
A salad or a 6) **sandwich**
Will make you feel just right

You've got to be food wise ...
A good 7) **meal** in the evening
Will make your day complete
With vegetables and 8) **spices**
A tasty evening treat
You've got to be food wise ...



- 12 a. Look at the picture and name the foods. Which are healthy? Which are unhealthy?

(See Suggested Answers Section)



Progress Update

How do you rate your progress? Tick (✓) the box that applies to you.

	Excellent ****	Good ***	OK **	Could do better *
Vocabulary & Grammar				
Listening				
Speaking				
Reading				
Writing				
Communication				

50 Which of the following can you use to start/end a report?

- The purpose/aim of this report is to assess ... (start)
 On the whole ... (end)
 I would (not) recommend ... (end)
 The report was carried out to assess (start)
 In spite of the (dis)advantages ... (end)
 As requested, this report is to assess ... (start)
 To sum up ... (end)

Clauses of Concession

51 Join the sentences using words from the list, as in the example.

- furthermore • however • despite the fact
 in addition • although • what's more

- The staff were courteous and helpful. The service was slow at times.
*The staff were courteous and helpful **although** the service was slow at times.*
Despite the fact that the staff were courteous and helpful, the service was slow at times.
 The staff were courteous and helpful. **However**, the service was slow at times.
- The restaurant offers a wide variety of main courses. There was little choice for dessert.
- The food was very reasonably priced. Drinks were cheap.
- It is in a poor location. The exterior of the building looks shabby and run down.
- The lights were too bright. The restaurant has a pleasant atmosphere.
- It offers a wide variety of Japanese and Thai food. There are some English dishes for the less adventurous.

Discuss & Write

52 a. Which of the following would you expect to find in a **fast food** restaurant?

- | | |
|------------------------|-------------------------------------|
| fast service | <input checked="" type="checkbox"/> |
| clean tables | <input checked="" type="checkbox"/> |
| helpful friendly staff | <input checked="" type="checkbox"/> |
| low prices | <input checked="" type="checkbox"/> |
| silver cutlery | <input type="checkbox"/> |
| wide variety of foods | <input type="checkbox"/> |
| white tablecloths | <input type="checkbox"/> |

b. Listen to the customers talking about Marco's fast food restaurant and tick (✓) the comments that they make.

- | | |
|---|-------------------------------------|
| The prices are reasonable. | <input checked="" type="checkbox"/> |
| The staff are friendly and helpful. | <input checked="" type="checkbox"/> |
| The service is slow when it's busy. | <input checked="" type="checkbox"/> |
| There are not many dishes to choose from. | <input checked="" type="checkbox"/> |
| The restaurant opens early. | <input type="checkbox"/> |

- | | |
|---|-------------------------------------|
| There are too many waiters. | <input type="checkbox"/> |
| The restaurant is old and not very clean. | <input checked="" type="checkbox"/> |
| There is nowhere to park your car. | <input checked="" type="checkbox"/> |
| It has long opening hours. | <input checked="" type="checkbox"/> |
| It has a friendly relaxed atmosphere. | <input checked="" type="checkbox"/> |

53 a. Read the rubric, underline the key words and answer the questions in the plan.

- You are the assistant manager of Marco's, a fast food restaurant which is part of a large chain.
 The manager has asked you to write a report assessing the food and prices, service and atmosphere, and suggesting any changes that you think need to be made.



To: Who are you writing to?

From: Who are you?

Subject: What are you going to write about?

Introduction

(Para 1) Why are you writing the report?

Main Body

(Paras 2-4) What information about food and prices, service, atmosphere and facilities will you include?

What are the good and bad points?

Can you make any suggestions?

Conclusion

(Para 5) What is your overall impression?

What are your recommendations?

- b. Now write your report (120-180 words). You can use the report in Ex. 48 as a model.

54 Try to explain these quotations in your own words. How do they relate to the theme of the unit?

Famous words

- The proof of the pudding is in the eating.
Miguel de Cervantes (Spanish writer)
- A balanced diet is a cookie in each hand.
Barbara Johnson (American cook and author)

Every Man to his Taste

Lead-in

- 1 a. Look at the pictures, then listen to the three music extracts. Which best matches how you feel about the pictures?
- b. Use the phrases to describe the pictures. Can you name any other extreme sports? Have you ever participated in any of these sports? If so, how did you feel?

- extreme kayaking • snowboarding • goggles
- bungee cord • free-fall parachuting
- slope • solo jump • crane/bridge
- wet suit • bungee jumping

Picture 1 shows a man bungee jumping ...



- c. Which of these sentences best describes your feelings about each of the sports above?

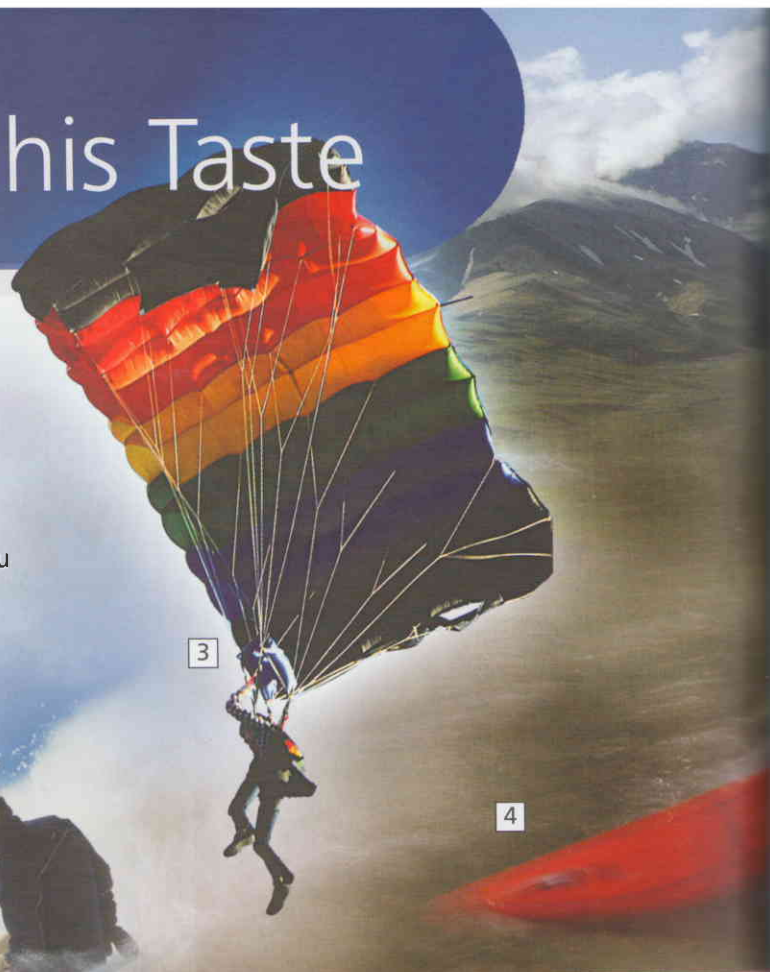
I wish I could do it more often.
 If I weren't too scared, I would give it a try.
 If only I could turn my fear into positive energy.
 I'm not sure if I could do it.
 I've never wanted to do it.

- 2 Which of these qualities should people have in order to do high-risk sports? Discuss.

- fear • positive energy • courage • survival instinct
- ability to evaluate risks • sense of adventure
- physical strength • quick reactions • mental energy
- determination

Reading

- 3 a. The people in the pictures are called 'daredevils'. What does this mean? Do you think what they do is sheer lunacy? How do you think these people feel?
- b. Read the article and choose the correct answer, A, B, C or D, then explain the words in bold.



Shaun Baker has two equally crazy ways of **descending** through the **torrents** of a waterfall in a small kayak. He either **paddles** through a series of **boulders** that could smash him and his boat to pieces, or **pushes** his boat out into the air so that he **free-falls** through the air into the water below.

He calls this extreme kayaking. Others may be tempted to translate this as **sheer lunacy**. However, everyone agrees that it is a **high-risk** sport.

When Baker, a 32-year-old professional white water rodeo champion from just outside Maidenhead, explains what he does, it sounds impossible. When he actually shows you, it is truly amazing how, each time he **emerges** from the waters below, a little bruised, but in one smiling, **triumphant** piece.

One of his favourite areas to perform these **daredevil feats** is in a valley of waterfalls on the edge of the Black Mountains in central Wales. A breathtakingly beautiful but dangerous spot, it provides Baker with as **nerve-wracking** a challenge as any he has faced in the twenty years he has been in some kind of canoe.

"It's **in my blood**," he explains, preparing himself both physically and mentally for the challenge ahead. "I don't do this for any **macho** reasons, I do it for myself. If I'm honest, it **scares the life out of** me, especially when I start to **tip** over the edge and I know there's no turning back."

"The trick is to turn the fear into positive energy. You are frightened at the top of the fall, but it changes into a **survival instinct**. You need every ounce of mental energy and reaction to survive. The real test is when you hit the bottom and reappear from under the water. That's when you know you've made it, that is the moment when you have a **sense of elation**."

Objectives

Reading: multiple choice; multiple matching; reading for specific information; skimming for gist

Vocabulary: sports; free-time activities; entertainment; hobbies; personal qualities

Grammar: conditionals type 2/3; wishes/regrets; would rather

Intonation: regrets

Use of English: prepositions; phrasal verbs (run, see, set); error correction; key word transformations; multiple choice cloze; idioms and fixed phrases

Listening: listening for specific information; multiple matching; note taking; Yes/No; listen and cross out

Speaking: asking permission; polite requests; taking a phone message; inviting a friend to a sporting event; discuss qualities

Pronunciation: intonation in expressing regret

Writing: instructions for performing a magic trick; an article for a sports magazine; a letter to the editor

- 1 a. • Read out the title. Elicit that it is a proverb. Elicit what the proverb means. (*Everyone likes different things and they should live their life according to their own likes.*) Elicit the relevance of the title to the pictures (*that the sports in the pictures would terrify most of us, but some people regard these pastimes as fun*)
- Ask Ss to look at the pictures. Elicit/Explain that these are known as extreme sports, or high-risk sports, because of the potential danger they involve. Play the cassette. Ask Ss to describe the emotion (*fear, excitement, etc*) each extract suggests, and which of these emotions matches their feelings about the sports in the pictures.

Suggested Answer Key

The first extract suggests a calm, peaceful feeling; the second sounds dramatic and scary; the third is fast and exciting. The one which best matches how I feel about these sports is the third, because I think these sports are very exciting.

- b. Elicit/Explain the meaning of the phrases in the list. Ask Ss to talk about each picture using the phrases, then talk about their own experience of these sports.

Suggested Answer Key

Picture 1 shows a man bungee jumping from a crane or a bridge. He has a long bungee cord attached to his ankles.

Picture 2 shows a man snowboarding. He is wearing goggles and he seems to be moving very fast down the slope.

Picture 3 shows a person free-fall parachuting. He or she is probably doing a solo jump from an aeroplane.

Picture 4 shows a man doing extreme kayaking. He is wearing a wetsuit and is kayaking in 'white' (that is, very rough) water.

Other extreme sports are free diving and sky surfing.

I have tried bungee jumping – just once, though. I was scared at first, but then I felt very excited.

- c. Elicit/Explain the meaning of any unknown vocabulary in the list. Ask Ss to choose phrases to describe their own feelings about each of the sports.

Suggested Answer Key

Picture 1: If I weren't too scared, I would give it a try.

Picture 2: I wish I could do it more often.

Picture 3: I've never wanted to do it.

Picture 4: I'm not sure if I could do it.

- 2 Elicit/Explain the meaning of the phrases in the list. Ask Ss to talk in pairs about each picture, using the phrases.

Suggested Answer Key

A: I think that people who do high-risk sports should have courage and a survival instinct so that they can deal with dangerous situations, but they shouldn't feel fear.

B: Really? I believe that they need to have a little fear. It helps them to develop an ability to evaluate risks. Fear can also be turned into positive energy which could help them to do their sports.

A: Maybe you're right. They need to have quick reactions, too, so that they can avoid danger.

- 3 a. Elicit/Explain that a daredevil is someone who enjoys doing physically dangerous things. Elicit/Explain the meaning of sheer lunacy and ask Ss whether they feel this is a fair description of daredevil behaviour. Ask Ss to say how the people in the photographs feel when doing these sports.

Suggested Answer Key

I don't think the things they do are sheer lunacy, because I'm sure they know how to do the sports properly, so they are not in too much danger.

They choose to do these sports, so they must enjoy it. I think they probably feel excited and thrilled.

- b. • Explain that Ss will read about the person shown in Picture 4. Ask Ss to read questions 1-6 on p. 135, and elicit/explain the meaning of any unknown vocabulary in the questions. Allow Ss five to six minutes to silently read the text and complete the task. Check Ss' answers.

Answer Key (See overprinted answers)

- Ask Ss to explain the words in bold in the text by giving examples or synonyms.

(Ss' own answers)

- c. • Ss use their dictionaries if necessary and match the highlighted words to their synonyms. Check Ss' answers.

Answer Key

pure: sheer

come down: descend

jump: leap

hit: punch

appear: emerge

victorious: triumphant

thrill: kick

- Remind Ss to practise *Reading aloud* using the S's CD/cassette. Ss listen to the text and follow the lines. Ss listen again with pauses, then read out from the text.
- 4 Explain the task. Allow Ss some time to read the text again and complete the task. Check Ss' answers. Ss then talk in pairs about whether they would like to try the sport, and why (not).

Answer Key

Shaun's reasons for doing this sport:

- for himself
- for the challenge
- for the sense of elation
- because he has the ability to assess whether he can survive or not
- for the wonderful experience of testing himself against nature and the elements

How it makes him feel:

- triumphant
- scared
- elated

Suggested Answer Key

- A: I don't think I would like to try this sport. I think I would feel too scared.
- B: I'd probably feel scared, too, but it must be great to feel a sense of elation and to test yourself against nature and the elements. I would like to try it once, just for the challenge.
- A: If I could turn my fear into positive energy, then maybe I would try it.

Daredevil Shaun

8th CP
track 13

9

Apart from various national white water rodeo championship wins, Baker also holds the record for the highest free-fall waterfall drop in a kayak, as well as the world speed **altitude** drop of 50 metres. He is just about the only regular extreme kayaker in the world.

"The reason why I still do this," he says, "is that I have the ability to work out whether I can survive or not. If I think something is too risky, I won't do it."

'Too risky' in Baker's language is, of course, totally different to my or your **interpretation**. As he **steadies** himself for his first descent, a slide down a fall of around 60 feet, with dangerous rocks at the bottom, you are left wondering just how he is going to succeed. **his** tiny, 2.2-metre-long 'Eskimo' kayak, the smallest in the world, Baker begins.

It is all over in a few seconds. He drops, like a stone, down the fall, and is then forced to his left and onto a totally different route than he had planned.

He then moves **downstream** to his second challenge in order to perform an actual free fall.

"The trick here is to **punch** the water with the nose of the kayak," Baker explains. "If you have a flat landing, it could kill you."

Baker holds his arm in the air, shoots his thumb up, and then **leaps** out into the sky before falling down and under the river. There is a second's silence before he emerges again – wet, a little bruised, but safe.

"It's a whole way of life for me," he explains, as we climb our way out of the valley and back to the cars. It's not that I go out to **impress** anyone, or try to say **better**. It's just the wonderful experience of testing myself against nature and the **elements**. And each time I look back on a day like today and realise there's nothing I would rather be doing with myself."

1 What does the passage suggest about the two methods Shaun uses to kayak down waterfalls?

- A One is much safer than the other.
- B Both involve free-falling from the top of the waterfall.
- C One is called 'extreme kayaking'.
- ☒ D Both are very dangerous.

2 Why does Shaun enjoy kayaking in the waterfalls on the edge of the Black Mountains?

- A It is very beautiful there.
- ☒ B It offers him a great challenge.
- C He has lived there for 20 years.
- D Kayaking is very easy there.

3 What does 'it' in line 26 refer to?

- A Shaun's kayak
- B a waterfall
- ☒ C extreme kayaking
- D feeling frightened

4 When does Shaun feel best about a descent?

- A before he starts kayaking
- B at the top of the waterfall
- C during the descent
- ☒ D when he emerges at the bottom of the fall

5 Shaun still does extreme kayaking because ...

- A he doesn't take any risks.
- ☒ B he is always able to work out if a descent is too dangerous.
- C he will do anything no matter how dangerous it is.
- D he doesn't care if he survives or not.

6 Shaun enjoys his sport because ...

- A he is very good at it.
- B it impresses other people.
- C it doesn't scare him at all.
- ☒ D he enjoys testing himself.

c. Match the highlighted words to their synonyms.

- pure • come down • jump • hit • appear
- victorious • thrill

Follow-up

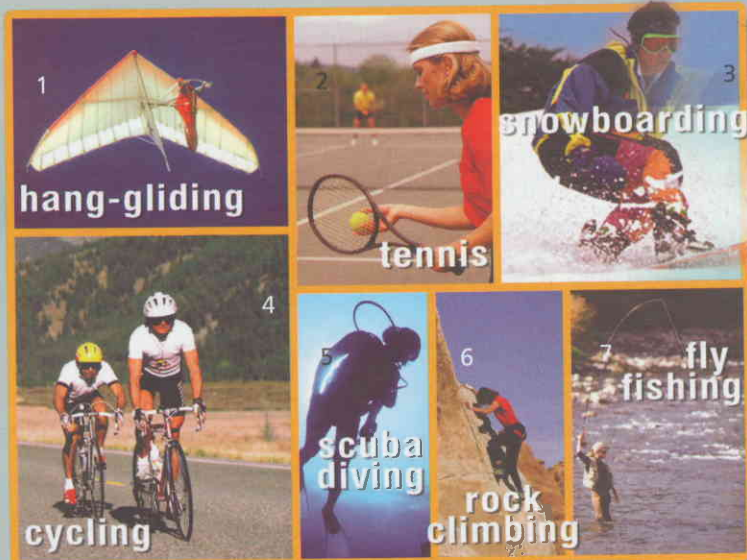
4 Read the article again and list the reasons Shaun does this sport and how this makes him feel. Then, in pairs, talk about whether you would like to try this sport, and explain why/why not.

Vocabulary Practice

Sports

- 5 Use the adjectives to act out dialogues, as in the example.

- exciting • challenging • thrilling • relaxing
- competitive • dangerous • frightening • risky
- exhausting • nerve-racking • demanding



- A: I'd love to try hang-gliding.
 B: Really? Why?
 A: I'm sure it would be exciting. What about you?
 B: No, I wouldn't like to try hang-gliding. I think it would be too frightening.
 A: What would you like to try then?
 B: Scuba diving ... etc

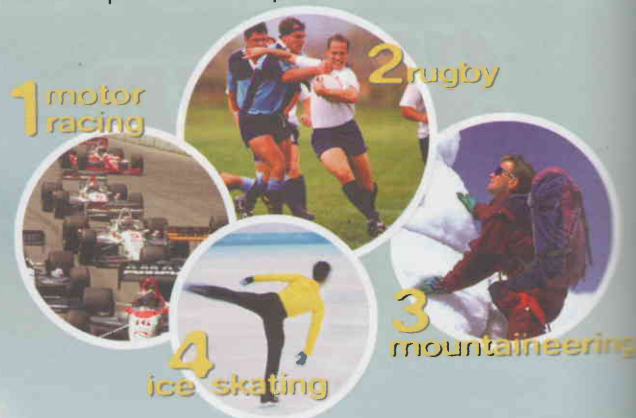
Qualities

- 6 a. Fill in the correct word

- competitive • accurate • co-operative • daring
- graceful • careful • determined • courageous

- 1 A footballer needs to be **co-operative** to play as part of a team.
- 2 A person needs to be **courageous** to try sky surfing because it is quite a dangerous sport.
- 3 An archer needs to be **accurate** to hit the centre of the target.
- 4 A long distance runner needs to be **determined** to finish the race because they get very tired.
- 5 A racing driver needs to be very **daring** because he has to drive very fast and take a lot of risks.
- 6 You need to be **careful** when you are rock climbing because you could fall and seriously injure yourself.
- 7 A successful sports person has to be **competitive** and do their best to beat other athletes.
- 8 An ice-skater needs to be **graceful** so that they can glide across the ice with style and ease.

- b. In pairs, discuss what qualities each of the sports below requires.



- A: In my opinion, you need to be daring to be a racing driver, because it is a dangerous sport.
 B: That's true. You also have to be careful or you could get seriously injured.

- 7 a. Match the columns, then, make up sentences.

Sports	Place	Equipment
football	table	gloves, boots
archery	range	ball
badminton	ring	bow, arrows
snooker	course	racquet, shuttlecock
boxing	court	clubs, ball
golf	pitch	cue, balls

We do archery on a range, using a bow and arrows.

- b. What do we call the people who take part in the sports in the table above?

archery – archer football – footballer

- c. Complete the sentences with words from Ex. 7a
 b. Which sport does each of these sentences refer to? Which words tell you this?

- 1 The cheers from the crowd were deafening as the **footballers** ran onto the pitch. (**football – pitch**)
- 2 I've always loved **snooker**, so my parents gave me a **cue** for my fifteenth birthday. (**snooker – cue**)
- 3 He got a hole in one on the 17th hole of the **course**. (**golf – hole in one, 17th hole**)
- 4 Janet took aim at the centre of the target, pulled back the string of her **bow** and fired. (**archery – aim, target, string, fired**)
- 5 At the end of each round, each **boxer** has to return to his corner of the ring. (**boxing – round, corner, ring**)

Game



One student chooses a sport, and says a sentence. In teams, try to guess what the sports is. Each correct guess gets one point. The team with the most points is the winner.

Leader: I'm wearing shorts.

Team A S1: Are you playing tennis?

Leader: No. etc

- 5 Ss look at the pictures and identify which of these are extreme sports. Elicit/Explain the meaning of any unknown vocabulary in the list. Choose two Ss to read out the example, then ask Ss to act out dialogues in pairs.

Suggested Answer Key

- A: I'd love to try **snowboarding**.
 B: Really? Why?
 A: I'm sure it would be **thrilling**. What about you?
 B: No, I wouldn't like to try snowboarding. I think it would be too **dangerous**.
 A: What would you like to try, then?
 B: **Fly fishing**.
 A: Really? Why?
 B: I think it would be **relaxing**.

- 6 a. Explain the task. Ss work in pairs and do the exercise. Check Ss' answers.

Answer Key (See overprinted answers)

- b. Read out the example. Then Ss work in pairs and use vocabulary from the previous exercise to discuss the qualities required for the sports shown in the pictures.

Suggested Answer Key

- 2 A: In my opinion, you need to be competitive to be a rugby player, because you have to be determined to win.
 B: That's true. You also have to be co-operative, as you have to work together with the rest of the team.
 3 A: I think you need to be careful to do mountaineering, as it would be easy to fall and hurt yourself.
 B: That's true. You also have to be courageous, because it is quite a dangerous sport.
 4 A: I believe that you need to be graceful to do ice-skating as you have to glide across the ice.
 B: That's true. You also have to be accurate so that you can perform complicated movements.
- 7 a. Elicit answers from the class, then ask individual Ss to make up sentences. Draw Ss' attention to the verb and preposition used with each sport/place.

Answer Key (See overprinted answers)

Suggested Answer Key

We **play** football **on** a pitch, using a ball.

We **play** badminton **on** a court, using a racquet and a shuttlecock.

We **play** snooker **on** a table, using a cue and balls.

We **box** **in** a ring, wearing gloves and boots.

We **play** golf **on** a [golf] course, using clubs and a ball.

- b. Elicit answers from the class. As an extension, elicit the nouns for people who take part in other sports already mentioned in the unit (tennis player, racing driver, cyclist, mountaineer, parachutist, scuba diver, rock climber, etc).

Answer Key

badminton - badminton player

snooker - snooker player

boxing - boxer

golf - golfer

- c. Ss complete the task. Check Ss' answers, and ask Ss to explain which words identify the sport referred to in each sentence.

Answer Key (See overprinted answers)

Game

Play the game as instructed in the Student's Book.

- 8 a. Elicit suggestions to complete the table, and write these on the board. Ss copy the completed table into their notebooks.

Answer Key (See overprinted answers)

- b. Ss work in pairs and discuss their feelings about the activities in the table.

Suggested Answer Key

I find making models rather boring, because I don't like doing things with my hands.

I find playing chess challenging because it is a difficult game.

I find surfing the net very interesting because I can find lots of information.

- 9 Present the table and revise which verb form is required for each expression in the 'Making Suggestions' column. Ss then act out dialogues in pairs.

Suggested Answer Key

- A: *What about a game of Scrabble?*
B: *It's a nice idea, but I'd rather do something else.*
A: *Why don't we surf the net, then?*
B: *That's a good idea.*
- A: *I think we should make models.*
B: *Oh, it's too boring.*
A: *Well, we could always play cards.*
B: *Yes, let's do that.* etc

- 10 a. Ask Ss to look at the pictures and identify the types of entertainment shown (*circus, theatre, rock concert*). Elicit/Explain the meaning of any unknown vocabulary. Play the cassette. Ss listen and cross out the phrases not mentioned. Check Ss' answers.

Answer Key (See overprinted answers)

- b. Ask individual Ss to make up suitable sentences, as in the example.

Suggested Answer Key

I enjoy being in a huge tent, watching funny clowns.

I am keen on going to top class venues to watch plays. It can be an unforgettable experience.

I love watching explosive shows and listening to smash-hit tunes.

- c. • Explain the task. Ss prepare their answers. Individual Ss talk about their experiences for a minute.

Suggested Answer Key

(My favourite form of entertainment is going to ...) rock concerts, because I love watching talented bands play. Last month I went to see a rock band in a huge stadium. The crowd was screaming and the band played smash-hit tunes. It was a really explosive show and an unforgettable experience.

- As an extension, Ss work in groups and write an advertisement for a form of entertainment. Ss can use the tapescripts from Ex. 10a as a model. They can also think of music to go with their ad. Ss can record their advertisement and present it to the class.

Suggested Answer Key

Experience a night of magical music under the stars. For one night only, The Royal Philharmonic Orchestra will be celebrating their anniversary by performing an open-air concert in the grounds of

Leeds Castle. The romantic scenery is the perfect setting for this evening of classical music by composers such as Bach, Mozart and Tchaikovsky. Book your tickets now, for the experience of a lifetime. Music: Classical

(Ss' own answers)

- 11 a. Ask individual Ss to talk about magic tricks which they have seen performed, or which they can do themselves.

- b. If possible, prepare the necessary materials as described in the Student's Book, so that the trick can be performed in front of the class. Elicit what each drawing shows, then elicit/explain the meaning of any unknown vocabulary in the instructions. Ss complete the task. Check Ss' answers and, if possible, perform the trick for the class.

Answer Key (See overprinted answers)

Writing Project

Ask Ss to describe or, if possible, perform one or two simple magic tricks. Elicit appropriate vocabulary, and help Ss to describe each trick orally. Assign the task as written HW.

Suggested Answer Key

The Self-Tying Handkerchief Trick

What you need: One cloth handkerchief

Preparation: Tie a knot in one corner of the handkerchief. Put the handkerchief in your pocket.

Performance:

- Tell your friends that you can tie a knot in a handkerchief using only one hand.
- Pull the handkerchief out of your pocket, keeping the knot hidden in your hand.
- Pick up the opposite corner of the handkerchief with your other hand, and put it in the hand holding the knot.
- Shake the handkerchief so that the end without the knot falls out of your hand.
- Shake the handkerchief again, but this time let the end with the knot fall out of your hand.
- Your friends will think you have tied the knot with one hand!

Tapescript for Exercise 10a (p. 137)

Ss can refer to p.212 of the S's book for the same tapescript.

- A The fun, the colour, the entertainment. Come and see the greatest show on earth with the Ringling Brothers, coming to you all the way from the USA on August 2nd, 3rd and 4th. This amazing show will be held in a huge circus tent, on the grounds of Sheffield Football Stadium. There will be funny clowns, daring acrobats, incredible animals and extraordinary performers ... Gates open at 7 pm, and the show goes on for three exciting hours. Buy tickets at the door, for £5 per adult and £2 for children under 12. But tickets are limited, so get there early ...
- B Come and experience a night of mystery and passion, as the luxurious Roix, at Queen's Hill, brings you the classic romance *In The Dawn*. This top-class venue, with comfortable seating and first-rate views of the expansive stage, provides an unforgettable theatrical experience. *In The Dawn* Katherine Ross, along with an impressive cast of brilliant actors, all of whom have recently returned from a popular run of the play on Broadway. The play opens on December 15th for two weeks. For enquiries and ticket reservations, call Style Bookings on 3247621.
- C Let *The Storm* begin. Yes, they're here. This talented rock band will soon be on stage near you. *The Storm* have had a number of smash-hit tunes but haven't toured for over 5 years. So all you screaming fans, get ready because at last they're coming to the Entertainment Hall, for 2 explosive shows, on Saturday, March 10th & Sunday, March 11th. Tickets go on sale on Monday 3rd February at the Ticket Box – £3 for students and £5 for others. Get ready for a wild party!

Free-Time Activities

- 8 a. In pairs, think of two more items in each category.

Free-Time Activities	
collecting	stamps, antiques, coins, postcards
making	furniture, models, clothes, dolls
games	cards, chess, backgammon, monopoly, scrabble
the Arts	painting, photography, sculpture, sketching
others	watching TV, surfing the net, reading, listening to music

- b. Which of these do you find **interesting? challenging? boring?** Why?

I find collecting antiques quite interesting, because I can learn about how people lived in the past.

- 9 In pairs, use the vocabulary from Ex. 8 and the useful language below to act out short dialogues, as in the example.

Making Suggestions	Agreeing/ Disagreeing
Why don't we ...?	That's a good/great idea.
How about ...?	Yes, let's do that.
What about ...?	I don't really feel like it.
Let's ...	Oh, it's too boring.
I think we should ...	It's a nice idea, but ...
We could always ...	I don't (really) like ...

A: *How about a game of cards?*

B: *I don't really feel like it.*


A: *What about watching TV, then?*

B: *Yes, let's do that.*

Entertainment


- 10 a. Listen and cross out the phrases you don't hear.

1




- huge tent
- funny clowns
- incredible animals
- ~~excellent show~~

2



- luxurious theatre
- top class venue
- ~~excellent sound effects~~
- expansive stage
- unforgettable experience

3



- talented band
- smash-hit tunes
- explosive shows
- ~~nerve-racking experience~~

- b. Use the phrases from Ex. 10a to make up a sentence about each form of entertainment.

I enjoy going to concerts to see talented bands play.

- c. Which of these forms of entertainment do you like best? Why? Describe the last time you went.

My favourite form of entertainment is going to ...

- 11 a. Do you like magic tricks? Which is your favourite one?
- b. Read the steps involved in the magic trick, and put them in the correct order. Which steps do the pictures show? *The pictures show steps 3, 6 and 8.*



Preparation

- 3 Cut around the glass, so that its mouth is covered by a paper circle.
- 1 Take a clear glass and two sheets of white paper.
- 2 Put some glue on the rim of the glass and stick it down on the paper.

Performance

- 5 Cover the glass with a cloth and move it over the coin.
- 7 Put the cloth back over the glass.
- 8 Move the covered glass away to make the coin 'magically' reappear.
- 6 Remove the cloth and it will look as if the coin has disappeared.
- 4 Place a coin on the second sheet of paper and place the glass upside down next to it.

Writing Project

Think of a magic trick and write instructions. Write what you need, the preparation and the procedure you have to follow.

Conditionals type 2/3

Grammar Reference

12 Match the sentences to the meaning. How do we form type 2/3 conditionals?

- 1 **b** If I had £100, I would buy tickets for the concert.
2 **a** If I had driven more carefully, I wouldn't have crashed the car.

- a imaginary situation in the past
b unreal situation in the present/future

13 Match the parts of the sentences, then say what type of conditional each sentence is.

- If we had played better, we would do the parachute jump with you. (2nd)
If he had been more careful, he would join a gym. (2nd)
If I wasn't so scared, I wouldn't have lost the game. (3rd)
If you had said you wanted to come, I would have got an extra ticket. (3rd)
If she had more time, she wouldn't have been injured. (3rd)

14 Complete the sentences using a type 2 or type 3 conditional.

- 1 If we had told her about it, ...
- 2 She would have agreed ...
- 3 If we had more time, ...
- 4 We would have arrived in London by now if ...
- 5 Caroline would tell me ...
- 6 I would buy it if ...
- 7 If she had passed her exams, ...
- 8 If Chris had come, ...
- 9 We would have won if ...
- 10 If I knew where it was, ...

Game



In teams, make up as many conditional sentences for each picture as you can. Each correct sentence gets a point. The team with the most points is the winner.

Team A S1: If he had heard the alarm, he would have woken up on time.

Team B S1: If he had woken up on time, he wouldn't have been late for work ... etc



Wishes

Grammar Reference

15 Study the sentences. Which refer to the present, and which refer to the past? How do we form wishes?

I wish/If only + past simple (refers to present)
I wish/If only + past perfect (refers to past)

1 present

I wish I knew more people.

2 present

If only he were here.

3 present

I wish I could play the guitar.

4 past

I wish I hadn't sprained my ankle.

16 Write wishes about these situations, as in the example.

- 1 You have to work today; you'd rather stay in bed.
I wish I didn't have to work today.
If only I could stay in bed.
- 2 Your team lost the match; you wanted to play in the final.
- 3 You don't have enough money to go on holiday; you'd like to go to Spain with your friends.
- 4 You painted your living room green; now you'd rather you had painted it blue instead.

17 a. Use Jane's "wish list" to write full sentences.

- move into new flat / have more space
- find new job / earn more money
- go on diet / fit into my old clothes
- be brave / go scuba diving

Jane wishes she could move into a new flat. If she moved into a new flat, she would have more space.

b. Write down your own wish list and then tell your wishes to the class.

I wish I had lots of money.

18 Look at the pictures and think of relevant wishes, as in the example.



If only/I wish I owned a car.
If I owned a car, I could drive to work, wouldn't need to take the bus. etc

- 12 • Explain the task. Remind Ss that conditionals type 2/3 refer to situations which are the opposite of what is/was true. Elicit answers to the task.

Answer Key (See overprinted answers)

We form type 2 conditionals with **If + past simple + would + bare inf**

We form type 3 conditionals with **If + past perfect + would have + past participle**

- As an extension, Ss think of further examples of each type of conditional. Refer Ss to the Grammar Reference Section for more detail.

- 13 Explain the task. Present the example in the S's book. Ss work in pairs and do the exercise. Check Ss' answers. Refer Ss to the Grammar Reference Section for more detail.

Suggested Answer Key (See overprinted answers)

- 14 Explain the task. Read the first three items aloud. Elicit which conditional type each involves, and ask individual Ss to complete them orally. Allow Ss five minutes to complete the remainder of the exercise. Check Ss' answers by asking them to read their sentences aloud.

Answer Key

- ... she wouldn't have got angry.
- ... if we had explained the situation properly.
- ... we would stop to take photographs.
- ... we hadn't missed our plane.
- ... if she knew anything.
- ... I had enough money.
- ... she would have gone to university.
- ... he would have been bored.
- ... we had practised more.
- ... I would tell you.

Game

Divide the class into two (or more) teams. Play the game as instructed in the Student's Book.

Suggested Answer Key

Team A S2: If he hadn't been late for work, his boss wouldn't have been angry.

Team B S2: If his boss hadn't been angry, she wouldn't have sacked him.

Team A S3: If his boss hadn't sacked him, he would still have a job.

Team B S3: If he still had a job, he would be able to go on holiday this year. etc

- 15 Read the items aloud and elicit suitable answers from the class. Refer Ss to the Grammar Reference Section for more detail.

Answer Key (See overprinted answers)

- 16 Explain the task. Present the example, then Ss complete the task. Check Ss' answers.

Suggested Answer Key

- I wish my team hadn't lost the match. If only we could have played in the final.
- If only I had enough money to go on holiday this year. I wish I could go to Spain with my friends.
- I wish I hadn't painted my living room green. If only I had painted it blue instead.

- 17 a. Complete the task orally with the class.

Suggested Answer Key

Jane wishes she could find a new job. If she found a new job, she would earn more money.

Jane wishes she could go on a diet. If she went on a diet, she would fit into her old clothes.

Jane wishes she were brave. If she were brave, she would go scuba-diving.

- b. Explain the task. Elicit a few examples from individual Ss, then Ss write a **wish list**. Check Ss' answers by asking Ss to read their wishes aloud.

Suggested Answer Key

If I had lots of money, I would go on an exotic holiday.

I wish I could work from home. If I worked from home, I would get up when I liked.

I wish I had a bigger house. If I had a bigger house, I would have more space. etc

- 18 Explain the task. Brainstorm with Ss to elicit useful vocabulary. Ss work in pairs and make up sentences. Check Ss' performance around the class.

Suggested Answer Key

I wish/If only I had lots of money. If I had lots of money, I could buy a car/go on holiday/buy a big house/leave my job/etc.

I wish/If only I owned a house. If I owned a house, I could have lots of parties/invite all my friends to stay/have more space/etc.

I wish/If only I had a mobile phone. If I had a mobile phone, I could call my friends/send messages to my friends/receive calls while I am out/etc.

- 19 a. Explain the task. Present the examples and elicit whether each sentence refers to the present/future or the past.

Answer Key (See overprinted answers)

- b. Elicit suitable answers. As an extension, Ss think of further examples of each type of sentence. Refer Ss to the Grammar Reference Section for more detail.

Answer Key

The subject of play is I. The subjects of played is Andy. The difference between the structures is that sentence 1 uses would rather + bare infinitive, whereas sentence 3 uses would rather + subject + past.

- 20 Explain the task. Allow Ss two or three minutes to complete the task. Check Ss' answers and elicit/explain the meaning of any unknown vocabulary.

Answer Key (See overprinted answers)

- 21 Explain the task. Elicit a few examples, then Ss do the task, individually or in pairs. Check Ss' performance, then ask individual Ss to read their sentences aloud.

Suggested Answer Key

*I'd rather live in the mountains than next to the sea.
I'd rather have a swimming pool in my garden than flowerbeds.
I'd rather live in a city than in the countryside. etc*

- 22 a. Explain the task. Explain that this task works with Appendix 1 at the back of the book. Go through the letters S & T with Ss. Ss work in pairs and do the exercise. Check Ss' answers, then help Ss to explain the meaning of each phrase. Ss should memorise these phrases.

Answer Key (See overprinted answers)

- 1 given by a judge as punishment
- 2 very bad at
- 3 normal behaviour for
- 4 sufficiently pleased with
- 5 careful to consider
- 6 very surprised, in an unpleasant way
- 7 not having enough
- 8 manage to do sth difficult
- 9 think sb has probably done sth wrong
- 10 do one particular thing very well

Appendix 1 (p. 139)

Ss can refer to p.184 of the S's book for the same appendix.

S

- safe from (adj) • same as (adj) • satisfied with/by (adj) • save sb from (v)
- scared of (adj) • search for (v/n) • (be) in search of (n) • sensitive to (adj)
- sentence sb to (v) • separate from (v) • serious about (adj) • shocked at/by (adj)
- short of (adj) • shout at (v) • shy of (adj) • sick of (adj) • similar to (adj)
- smell of (n/v) • smile at (v) • solution to (n) • sorry about (adj) (= feel sorry for sb) (but: I'm sorry for doing sth) • specialise in (v) • spend money on sth (v)
- stare at (v) • subject to (adj/v)
- submit to (v) (but: submit sth for publication) • subscribe to (v) • succeed in (v)
- suffer from (v) • superior to (adj) • sure of/about (adj) • surprised at/by (adj)
- suspect sb of (v) • suspicious of (adj) • sympathise with (v)

T

- (have) taste in (n) • taste of (v) • terrible at (adj) • terrified of (adj)
- thank sb for (v) • thankful for (adj) • think about/of (v) • threaten sb with sth (v)
- throw at (v) (in order to hit) • throw to (v) (in order to catch)
- tire of (v) • tired of (adj) (= fed up with) • translate from ... into (v)
- typical of (adj)

- b. Explain that the phrases are taken from the text on pp. 134-135. Explain the task. Ss do the task. Check Ss' answers, then Ss choose five of the phrases and make up sentences using them. Ss should memorise these phrases.

Answer Key (See overprinted answers)

- 23 a. • Explain that this exercise works with Appendix 2 at the back of the book.
- Ask Ss to think of any phrasal verbs formed with **run**, **see** or **set**. Write them on the board. Elicit their meanings by asking Ss to give examples.
 - Do item 1 with Ss, then Ss work in pairs and complete the exercise. Check Ss' answers, and elicit the meaning of each phrasal verb. Ss should then memorise these phrasal verbs.

Answer Key (See overprinted answers)

Appendix 2 (p. 139)

Ss can refer to p.187 of the S's book for the same appendix.

Run

- run across/into** = (tr) meet/find by chance
- run after** = (tr) chase
- run away with** = (tr) steal
- run down** = 1) (tr) knock down (with a vehicle); **run over**; 2) (tr) speak badly of sb
- run in** = (tr) bring a new car engine into full use (by driving it slowly for a set period)

- run off** = (tr) make prints/copies
- run out of** = (tr) no longer have a supply
- run through** = 1) (tr) use up; 2) (tr) rehearse, check or revise quickly
- run up** = (tr) accumulate
- run up against** = (tr) encounter (difficulties/opposition)

See

- see about** = (tr) deal with; **see to**
- see off** = (tr) accompany a traveller to his/her plane, train, etc
- see out** = (tr) accompany sb to the door/exit of a house/building

- see over** = (tr) inspect a place; **look round**
- see through** = (tr) not be deceived

Set

- set aside** = (tr) save for a special purpose
- set in** = (int) (of weather) start and seem likely to continue

- set off** = (int) start a journey
- set out** = 1) (int) begin a journey; 2) intend to do sth
- set up** = (tr) start a business

- b. Explain the task. Ss do the activity. Help Ss where necessary. If Ss have difficulty doing the task you can photocopy the suggested answer key below erasing the phrasal verbs. Ss fill in the phrasal verbs.

Suggested Answer Key

... It was very cold, and it felt as though winter was finally setting in, so we decided to go shopping for winter clothes. However, our shopping trip did not go as planned, as we kept running up against unexpected problems. First of all, I found a coat I really liked, but the shop had run out of my size. We found a lot of other nice clothes, though, and spent a lot of money. Luckily, we had set some money aside for coffee, so we left the shop and went across the road to a café. As we were crossing the road, Jane was nearly run over by a car, but the driver swerved just in time. We sat in the café and talked about our plans for the future. I told Jane that I wanted to set up my own business and she told me that she wanted to write a book. After our coffee, I went to the bus station to see Jane off and then I went home. It had been quite an eventful morning!

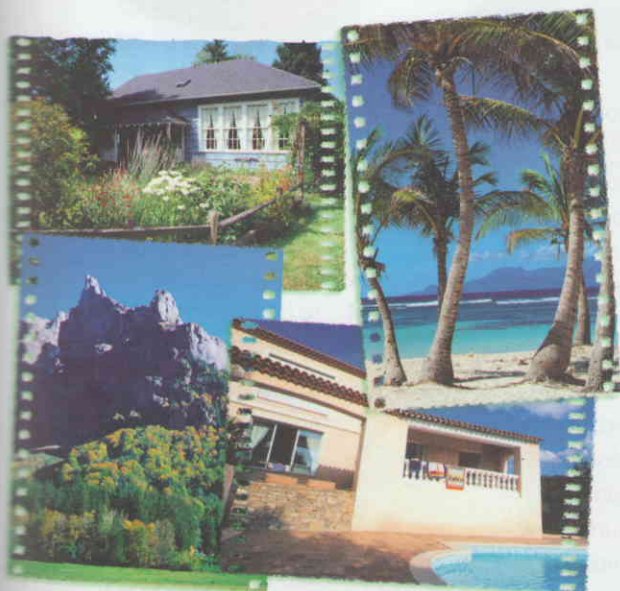
Would rather

Grammar Reference

- 19 a.** Study the examples. Which refer to the present/future? Which refer to the past?
- I'd rather play squash with Richard, but I promised to have a game with Andy tonight. (present/future)
 - I'd rather have spent longer in bed this morning. (past)
 - I'd rather Andy played squash with John tonight. (present/future)
 - I'd rather you hadn't done that. (past)
- b.** Compare sentences 1 and 3. Who is the subject of *play*? Who is the subject of *played*? What is the difference in the structures?

20 Put the verbs in brackets into the correct tense.

- We went to the cinema last night, but I'd rather **have stayed** (stay) at home and watched TV.
- "Can I borrow your Sociology notes tonight?"
"I'd rather you **borrowed** (borrow) them tomorrow instead. I want to study them tonight."
- I suggested Ben take up fishing as a hobby, but he said he'd rather **take up** (take up) golf.
- She'd rather you **hadn't told** (not/tell) Ian about that – it was going to be a surprise.
- Kate would rather **go** (go) to the gym after work than go home and relax.
- I would rather **have played** (play) football last Saturday.
- Our coach said it didn't matter that we lost the match, but he'd rather we **had won** (win).

21 Look at the pictures and think of as many sentences as you can using **would rather**.

*I'd rather live in a nice cottage than a flat in town.
I'd rather have a big garden with lots of flowers.*

Prepositions

Appendix 1

22 a. Underline the correct preposition, then explain the phrases in bold.

- The burglar was **sentenced** to/for a year in prison.
- I'm **terrible** at/with chess. Can't we play another game instead?
- That's **typical** to/of Steve. He's always doing that.
- The coach wasn't **satisfied** at/with his team's performance.
- Teachers should be **sensitive** at/to students' needs.
- She was **shocked** at/for the way Tony spoke to her.
- Tim can't afford to come with us. He's a bit **short** with/of money this month.
- Will is determined to **succeed** to/in the competition this year.
- The other players **suspected** him of/to cheating but they couldn't prove anything.
- This restaurant **specialises** in/with seafood.

b. Fill in the correct preposition, then choose any five phrases and make sentences using them.

1 to emerge **from** the water; 2 **on** the edge of; 3 to provide sb **with** sth; 4 to be **in** sb's blood; 5 to change sth **into** sth else; 6 to hold the record **for** sth; 7 **in** a few seconds; 8 to be armed **with** sth

Phrasal Verbs

Appendix 2

23 a Fill in the correct particles to form phrasal verbs, then explain their meaning.

- I hadn't seen Bob for months, but yesterday I **ran into** him in the street.
- We went to the airport to **see Gill off**.
- They want to **run through** the script one last time before the first performance.
- He **set up** his own business when he was 21.
- Gary's in hospital. He was **run over** by a car.
- The bakery had **run out of** brown bread, so we had to get white.
- I suppose this cold weather means that winter is finally **setting in**.
- The project took ages – we kept **running up against** unexpected problems.
- We've **set aside** some money so that we can afford to go on holiday this summer.

b Write a story using as many of the phrasal verbs from Ex. 23a as possible.

*As I left home yesterday morning, I **ran into** Jenny ... etc*

Multiple Choice Cloze

- 24 Read the text and decide which answer, A, B, C or D, best fits each space. There is an example at the beginning.



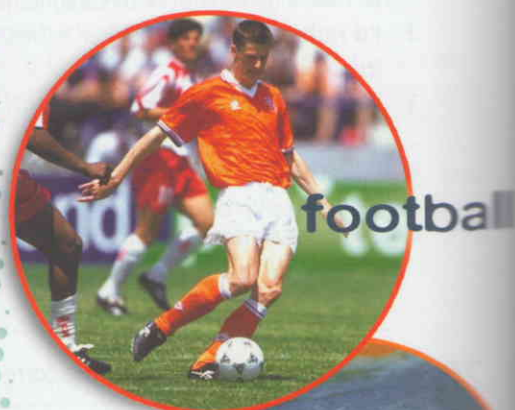
THE PARALYMPICS

The Paralympics is the largest sporting event 0) *for* disabled athletes in the world. Athletes from six disability groups take 1) during the eleven days of competition. However, both the 2) and the athletes stress that the sporting performance is what's important, 3) than the participant's disabilities. The Paralympics have 4) a long way since 1948, when a sports competition was first 5) in England for World War II veterans with spinal 6) Competitors from Holland joined a few years 7) , and in Rome in 1960 the 8) official, Olympic-style Paralympics was first organised. The Paralympics include 9) Summer and Winter Games and now take place 10) the Olympics at the same venue in the same year. Events such as wheelchair rugby are very 11) with spectators and require great skill. Another favourite is three-track skiing. Here disabled competitors ski on one leg while 12) themselves on two crutches which also have small skis attached to them. In 13) years the Paralympics have grown dramatically, both in popularity and in the 14) of athletes taking part. This growth will 15) in the future as more and more countries send representatives to the Games.

- | | | | |
|---|---|---|---|
| 0 A of | B with | C for | D about |
| 1 <input checked="" type="radio"/> A part | B place | C action | D play |
| 2 <input checked="" type="radio"/> A organisers | B presenters | C directors | D coordinators |
| 3 A more | B other | <input checked="" type="radio"/> C rather | D instead |
| 4 A been | B gone | C done | <input checked="" type="radio"/> D come |
| 5 A done | B fixed | <input checked="" type="radio"/> C arranged | D agreed |
| 6 A illnesses | <input checked="" type="radio"/> B injuries | C problems | D wounds |
| 7 A after | <input checked="" type="radio"/> B later | C then | D previously |
| 8 A most | B many | <input checked="" type="radio"/> C more | D much |
| 9 <input checked="" type="radio"/> A both | B all | C either | D neither |
| 10 A nearby | B between | C together | <input checked="" type="radio"/> D alongside |
| 11 A precious | <input checked="" type="radio"/> B popular | C worth | D famous |
| 12 A putting | B leaning | C holding | <input checked="" type="radio"/> D supporting |
| 13 A last | <input checked="" type="radio"/> B recent | C late | D modern |
| 14 A addition | B group | <input checked="" type="radio"/> C number | D amount |
| 15 A keep | <input checked="" type="radio"/> B continue | C stay | D expand |

Idioms & Fixed phrases

- 25 a. Match the idioms to the sports in the pictures. What do you think each idiom means?



- | | |
|------------------------------------|----------|
| 1 to be thrown in at the deep end | swimming |
| 2 to be on the ropes | boxing |
| 3 to throw in the towel | boxing |
| 4 to hit (somebody) below the belt | boxing |
| 5 to move the goalposts | football |
| 6 to box somebody into a corner | boxing |
| 7 to be out of one's depth | swimming |
| 8 to be on the ball | football |

- 24 • **Pre-Reading:** Explain that the text is about the Paralympics, and elicit what Ss know about the event (*what it is, when it is held, etc.*).
- Explain the task. Refer Ss to the tip on p. 44. Explain that Ss need to follow this advice in order to complete the task successfully. Ss complete the task. Check Ss' answers, then elicit/explain the meaning of any unknown vocabulary. Ss justify their answers.

Answer Key (See overprinted answers)

- 1 *take part: participate – take place: happen*
 - 2 *organiser of an event – presenter of a show – director of a film – coordinator of a project*
 - 3 *than requires a comparative form (nothing/no/none) other than: used for emphasis or to show sth is surprising rather than: contrasting two situations/things instead of: in place of more than: a greater amount*
 - 4 *come a long way (fixed phrase)*
 - 5 *to arrange a competition/sports event*
 - 6 *spinal injuries (collocation)*
 - 7 *a few years later (fixed phrase)*
 - 8 *the more official (in comparison with the previous competition)*
 - 9 *both (it refers to two games – summer & winter)*
 - 10 *alongside (during same period as)*
 - 11 *precious to – popular with – worth of – famous for*
 - 12 *support + reflexive + on/by: prevent from falling*
 - 13 *in recent years (fixed phrase)*
 - 14 *in addition to – in the number of – in amount*
 - 15 *will continue in the future (fixed phrase)*
- **Post Reading:** Ss do research in the library/on the Internet and find out the events included in the Paralympics. Ss then make a poster advertising the Paralympics.
- 25 a. • Complete the task with the class by eliciting suitable answers. Ss can look up the idioms in the dictionaries.

Answer Key (See overprinted answers)

- 1 *to be put into a difficult or complicated situation with no training or preparation*
 - 2 *to be in serious trouble*
 - 3 *to admit defeat or failure and give up trying*
 - 4 *to fight/argue unfairly*
 - 5 *to suddenly change the objectives which had been agreed*
 - 6 *to force someone into a position in which they can no longer avoid something*
 - 7 *to be in a situation/position which is beyond someone's ability to cope with*
 - 8 *to be mentally alert, to respond immediately to new developments*
- As an extension, Ss can think of similar idioms in their own language and explain them in English.

- b. Explain the task. Ss complete the task. Check Ss' answers, then elicit/explain the meaning of any unknown vocabulary.

Answer Key (See overprinted answers)

- 26 Explain the task. Do item 1 with Ss, then Ss complete the exercise. Check Ss' answers.

Answer Key (See overprinted answers)

- 1 **be rushed off one's feet:** be very busy
- 2 **hit the road:** leave, start a journey
- 3 **close shave:** narrowly avoid disaster/an accident/etc
- 4 **sleep on it:** wait until the next day before reaching a decision
- 5 **second to none:** be clearly the best
- 6 **come rain or shine:** no matter what the weather/situation/etc is like

- 27 Check that Ss understand the instructions. Ss complete the exercise. Check Ss' answers.

Answer Key (See overprinted answers)

- 1 fed up with: fixed phrase
- 2 type 3 conditional
- 3 run out of time: fixed phrase
- 4 type 3 conditional
- 5 wish + past perfect
- 6 unless + present simple
- 7 rather + not + bare perfect infinitive
- 8 if only + past perfect
- 9 would rather + bare present infinitive
- 10 set in: phrasal verb

- 28 • **Pre-Reading:** Elicit/Explain the meaning of the title and ask Ss to predict what the text is about.
- Explain the task. Refer Ss to the tip on p. 13 and remind them that they need to follow this advice in order to complete the task successfully. Read the first sentence aloud, and elicit that line 0 is correct. Then, the reason why **to** in line 00 is redundant (*although we use **seem + to + infinitive**, the construction here is **seem + adjective***). Ss complete the task. Check Ss' answers, and elicit/explain why each correction is necessary.

Answer Key (See overprinted answers)

- 1 'beside' does not require a preposition
 - 2 'wearing' does not require a preposition
 - 4 'of' is not needed between 'because' and a clause
 - 5 being ('be' is used here as a stative verb, so does not take continuous)
 - 6 'more and more' is emphatic
 - 8 we do not use both the relative pronoun and the pronoun 'it' refers to
 - 10 'had been' + past participle is only used in the passive
 - 11 'the' is not required in this structure
 - 12 there is no object here, so we cannot use a preposition
 - 13 we use 'crushed' to refer to people and crowds
 - 14 we do not require a preposition in this phrase
 - 15 'that' is used here as a relative pronoun, not the introduction to a relative clause
- **Post Reading:** Ask Ss to write a set of rules for fans at a sports event.

- b. Use the correct idiom from Ex. 25a to complete each of these sentences.

- 1 We're never going to get this finished on time. We might just as well **throw in the towel** now.
- 2 Jack always manages to avoid answering any questions. I will have to **box him into a corner**.
- 3 It seems like every time we think we've finished, they **move the goalposts** and we have to make more changes.
- 4 She was really **hitting below the belt** when she said those nasty things about him.
- 5 The company is **on the ropes**. They will be closing down any day now.
- 6 We weren't given any training. We were just **thrown in at the deep end** and expected to get on with it.
- 7 She doesn't like all the extra responsibility that comes with her new job. I think she feels a bit **out of her depth**.
- 8 The company is really **on the ball**. They keep up with the latest market changes, so they stay ahead of their competitors.

- 27 Complete the second sentence so that it has a similar meaning to the first. Use between two and five words, including the word in bold.

- 1 I'm tired of Susan's irresponsible behaviour.
up I'm **fed up with** Susan's irresponsible behaviour.
- 2 He didn't wake up on time, so he missed the bus.
have He **wouldn't have missed** the bus if he had woken up on time.
- 3 If you want to see the start of the match you haven't got much time left.
running You **are running out of time** if you want to see the start of the match.
- 4 He didn't score from the penalty, so we didn't win the game.
won If he'd scored from the penalty, **we would have won** the game.
- 5 I'm disappointed that she didn't come to the party.
wish I **wish she had come to** the party.
- 6 We'll have a barbecue if it doesn't rain this afternoon.
unless We'll have a barbecue **unless it rains** this afternoon.
- 7 I wish I hadn't gone out last night.
not I'd **rather not have gone** out last night.
- 8 I wish our team had won the match.
only If **only our team had won** the match.
- 9 I'd prefer to go to the cinema tomorrow.
rather I'd **would rather go** to the cinema tomorrow.
- 10 It's getting cold and the days are shorter. Winter is definitely starting.
in It's getting cold and the days are shorter. Winter **is definitely setting in**.

Error Correction

- 28 Read the text below and look carefully at each line. If the line is correct, put a tick (✓). If it has an extra word, write this word on the line, as in the examples.

Terror on the Terraces

You expect excitement at a football match, so when I first arrived at the stadium everything seemed to normal and under control. The fans beside to me were wearing in their team's colours and chanting football anthems. The atmosphere was a bit tense, but that was because of the two teams playing were being great rivals. As the match went on, though, the crowd became the more and more bad tempered. The trouble really started when the referee made a decision that many of us disagreed with it. Before I knew what was happening, supporters from the opposing teams had been run onto the pitch and were attacking each the other. All around me people started panicking and pushing at frantically to escape. I felt like I was going to get crushed up, and I could hear some of people screaming and crying. It was a such terrifying experience that I will never forget.

- 0 ✓
- 00 to
- 1 to
- 2 in
- 3 ✓
- 4 of
- 5 being
- 6 the
- 7 ✓
- 8 it
- 9 ✓
- 10 been
- 11 the
- 12 at
- 13 up
- 14 of
- 15 such



- 26 Underline the correct word, then explain the phrases in bold.

- 1 I've been very busy – in fact, I've **been rushed off my** feet/legs.
- 2 It's getting late – perhaps it's time we hit/kicked the road.
- 3 We had a **close** save/shave on the way here; a truck nearly crashed into the back of the car.
- 4 If you can't decide what to do, you should dream/sleep on it and see how you feel in the morning.
- 5 He's the best player in the team. He is **second to** none/nothing.
- 6 He is definitely going tomorrow, **come rain or** sun/shine.

Listening & Speaking skills

- 29 a. Listen and fill in the sports event advertisement.

NORTHWOODS TO CAPITOL TOUR

The tour begins on 1 June 22nd and finishes on 2 June 30th. Altogether 3 300 people will take part. Participants will cycle along two-lane 4 roads. The tour will pass through 5 hills and forests. The tour is for riders of 6 average ability. There will be 7 six days of cycling altogether. The tour will cost 8 £205 for each person. The participants will sleep in a 9 tent.



- b. Look at the pictures. In pairs, discuss what you will/won't need to take with you in order to join the cycling tour.



- A: I think we need to take a helmet to protect our heads.
B: I agree. We definitely don't need to take hiking boots, though, because we won't be walking.

- 30 a. Listen to a radio programme about violent sports and mark the correct box, Yes or No.

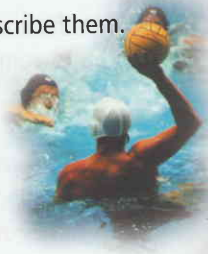
	YES	NO
1 There was a recent sporting injury.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2 Boxing is the most dangerous sport.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3 Boxers are often arrested outside the ring.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4 Violent sports make sports fans behave violently.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5 Competition in sports can be a good thing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6 Dr Taylor thinks the players themselves should decide whether it is worth the risk.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

- b. Look at the pictures and describe them.

A



B



Picture A shows two boxers in a boxing ring. The boxer in blue is punching the boxer in red. The boxers are wearing ...

In pairs, discuss the following.

- Do you like going to such sporting events?
- Which is your favourite sport? Give reasons.
- Which sporting event would you (not) take young children to? Why (not)?

A: I enjoy going to watch live sporting events. Do you?

B: Yes, I do. I like going to watch football matches, because the atmosphere in the stadium makes it more exciting.

A: I agree – but I wouldn't take young children, because ... etc

- 31 a. Listen to people talking about their hobbies, and match the statements (A-F) to the speakers. There is one extra letter which you do not need to use.

- A They have won a prize for their hobby.
- B They collect glass objects.
- C They took over a relative's hobby.
- D They keep their collection in albums.
- E They collect something that makes them laugh.
- F They collect things they find in the ground.

- Speaker 1 C
Speaker 2 D
Speaker 3 F
Speaker 4 E
Speaker 5 A

- b. Look at the pictures showing various hobbies. Discuss which would be appropriate for the people listed below, and explain why.

- A Mr Henderson – 68-year-old retired businessman
- B Jimmy Swenson – 13-year-old schoolboy
- C Suzy Bellows – 6-year-old schoolgirl
- D Hank Goodman – 28-year-old lawyer

A: I think gardening or painting would be good hobbies for Mr Henderson.

B: Yes, I agree.



- 29 a. • **Pre-Listening:** Elicit from Ss types of sports events they know of or events which take place in their country. Ss, then, talk about them.
- Explain the task. Ask Ss to read the advertisement quickly and say what sort of answer is required in each gap (1 and 2 are dates, 3 is a number, etc). Play the cassette twice. Ss listen and fill in the appropriate words. Check Ss' answers.

Answer Key (See overprinted answers)

- b. Check that Ss know the relevant vocabulary for the items in the photographs. Ss work in pairs and do the task. Monitor Ss' performance, then ask some pairs to present their dialogues to the class. The rest of the class assess their performance. Point out that both Ss must be involved as this is not a monologue.

Suggested Answer Key

- A: We should take sunglasses to protect our eyes.
 B: You're right. We don't need to take a rucksack.
 A: That's true. I think we will need shorts, though, because we will be hot when we are cycling.
 B: I agree, but I don't think we should pack insect repellent. We will only need sunscreen. etc

- 30 a. • **Pre-Listening:** Ss name violent sports, then comment on whether it is worth watching them or not.
- Explain the task and elicit/explain the meaning of any unknown vocabulary. Play the cassette twice. Ss listen and fill in the appropriate words. Check Ss' answers.

Answer Key (See overprinted answers)

- b. Elicit relevant vocabulary (*gloves, water polo, caps, etc*). Ss work in pairs and discuss the pictures, then answer the questions in the S's Book. Monitor Ss' performance around the class. Ask some pairs to present their dialogues to the class.

Suggested Answer Key

... vests, shorts, helmets and gloves.

Picture B shows three people playing water polo. The player in the white swimming cap is throwing the ball. The players are wearing swimming trunks and swimming caps.

- A: ... spectators sometimes get violent.
 B: That's true. What about boxing matches?
 A: I don't like going to boxing matches because they are violent. I'd rather go to a water polo match. What about you?
 B: I agree. I don't like boxing. My favourite sport is football because it is exciting and I like to support my favourite team.
 A: Really? I'm not keen on football. My favourite sport is ice skating, because the skaters are so graceful. I would take young children to watch ice skating or water polo, but I wouldn't take them to watch boxing, because they might get upset at the violence.
 B: I wouldn't take children to watch boxing, either, because they might get the idea that it's OK to hit people. etc

- Explain the task and elicit/explain the meaning of any unknown vocabulary. Play the cassette twice. Ss listen and fill in the appropriate words. Check Ss' answers.

Answer Key (See overprinted answers)

- b. Elicit which hobbies are shown/suggested in the pictures. Ss work in pairs and discuss which hobbies would suit each of the people described in the Student's Book.

Suggested Answer Key

- A: ... They are both relaxing hobbies which an older person might enjoy. Jimmy Swenson might enjoy collecting coins, stamps or posters.
 B: Yes, I agree. Teenagers often like to have lots of posters on their bedroom walls, and he might be interested in collecting things from around the world, like foreign coins and stamps. I think the best hobby for Suzy Bellows would be collecting soft toys.
 A: Me too. Young children like soft toys, and she can collect characters from her favourite cartoons. Collecting antiques or painting would be the best hobbies for Hank Goodman.
 B: Yes, I think so, too. He's a lawyer, so he can afford to buy antiques, and he might find painting relaxing after a hard day in court.

Tapescript for Exercise 29a (p. 142)

Ss can refer to p.212 of the S's book for the same tapescript.

Come on out and join us for the Northwoods to Capitol cycling tour. From June 22-June 30, travel with us on our cycling adventure through the spectacular scenery of Central and Eastern Wisconsin.

300 participants will pedal along quiet two-lane roads from Middleton to the beautiful shores of Green Bay and Lake Michigan, in Door County. Along the way cyclists will pass through some of the most beautiful hills and forests in Wisconsin.

You don't have to be a professional cyclist to participate in this tour. It has been designed for cyclists of average ability, with terrain ranging from flat roads to rolling hills. This seven-day tour includes six days of cycling plus one day to explore the scenic Door County area.

At only \$205 per person, this tour is a bargain! The cost covers everything you need, including maps, a tent and the use of showers at the rest stops. Meals are extra, but there are cooking facilities available. So, don't miss out on the fun – bring the family and have a blast!

Tapescript for Exercise 30a (p. 142) → See p. 144(T)

Ss can refer to p.212 of the S's book for the same tapescript.

Tapescript for Exercise 31a (p. 142) → See p. 144(T)

Ss can refer to pp.212-213 of the S's book for the same tapescript.

- 31 a. • **Pre-Listening:** Elicit from Ss names of hobbies, then Ss talk about their own hobby.

Allow Ss some time to prepare their answers to the questions in the Student's Book. Individual Ss present their answers to the class.

Suggested Answer Key

- *I play the guitar, listen to music and read.*
- *I have always enjoyed reading and listening to music. I started playing the guitar when my parents bought me a guitar for my 12th birthday.*
- *I enjoy playing the guitar because I like learning to play my favourite songs. I like reading and listening to music because it helps me to relax.*
- *I think it is important for people to have hobbies because they need to find a way to relax after work and to forget all their troubles.*

- 32 a. Elicit/Explain the difference between a request for permission and a polite request for information/a favour/ etc. Play the cassette. Ss listen and complete the task. Check Ss' answers.

Answer Key (See overprinted answers)

- b. Ss work in pairs and complete the task. If necessary, play the cassette again.

Answer Key (See overprinted answers)

- c. Elicit/Explain the meaning of any unknown vocabulary. Present the useful language. In pairs, Ss act out dialogues. Monitor Ss' performance. Choose some pairs to act out their dialogues in front of the class.

Suggested Answer Key

- A: *Could you lend me some money, please, Bob?*
B: *Of course. How much do you need?*
- A: *Excuse me? Would it be OK if I changed seats?*
B: *Certainly. There's a spare seat near the front.*
- A: *Excuse me. Could you tell me where the local gym is, please?*
B: *I'm afraid I don't know.*
- A: *Would it be OK if I miss the lesson tomorrow? Our basketball team is playing in the finals.*
B: *All right, but you'll still have to do your homework.*

- 33 a. Explain the task. Play the cassette. Ss listen and say who is calling.

Answer Key (See overprinted answer)

- b. Ss work in pairs and read the dialogue. Then, Ss choose which response follows each question/remark. Check Ss' answers.

Answer Key (See overprinted answers)

- c. Ss work in pairs and act out dialogues using the prompts. Monitor Ss' performance, then ask some pairs to act out their dialogues in front of the class.

Answer Key

- A: *Good morning. Dixon and Co – how can I help you?*
B: *Hello – can I speak to Colin Jackson, please?*
A: *Who is speaking, please?*
B: *My name is Helen Baxter.*
A: *One moment, please ... I'm afraid Mr Jackson isn't in his office at the moment. Would you like to leave a message?*

B: *Yes, please. Could you tell him that the football match has been cancelled?*

A: *Right. I'll make sure Mr Jackson gets the message.*

B: *Thank you very much.*

• A: *Good morning. Dixon and Co – how can I help you?*

B: *Hello – can I speak to Colin Jackson, please?*

A: *Who is speaking, please?*

B: *My name is Helen Baxter.*

A: *One moment, please ... I'm afraid Mr Jackson isn't in his office at the moment. Would you like to leave a message?*

B: *Yes, please. Could you tell him that the cricket bat he ordered has arrived? He can come and collect it any time.*

A: *Right. I'll make sure Mr Jackson gets the message.*

B: *Thank you very much.*

- 34 a. Play the cassette. Ss listen and say what sporting event Duncan is going to.

Answer Key (See overprinted answer)

- b. Ss work in pairs to read the dialogue and complete the task. Check Ss' answers.

Answer Key (See overprinted answers)

- c. Ss work in pairs and act out dialogues using the prompts.

Suggested Answer Key

- A: *Hi, Paul, it's Duncan. What are you doing this weekend?*
B: *Hi, Duncan. Er, I haven't got any plans. Why do you ask?*
A: *I was wondering if you'd like to come and watch a basketball game. The Sheffield Sharks are playing on Saturday and I've got an extra ticket.*
B: *Oh no! I wish I could go to the game with you, but I've just remembered I do have plans after all.*
A: *Never mind. Another time, perhaps?*
B: *I hope so. Thanks for asking me, anyway.*
- A: *Hi, Paul, it's Duncan. What are you doing this weekend?*
B: *Hi, Duncan. Er, I haven't got any plans. Why do you ask?*
A: *I was wondering if you'd like to come and watch a cricket match. Lancashire are playing on Saturday and I've got an extra ticket.*
B: *Oh no! I wish I could go to the match with you, but I've just remembered I do have plans after all.*
A: *Never mind. Another time, perhaps?*
B: *I hope so. Thanks for asking me, anyway.*

- 35 Play the cassette. Ss listen and repeat. Check Ss' intonation.

Now answer the following questions.

- What are your hobbies?
- How did you get started?
- What do you enjoy about them?
- Do you think it's important for people to have hobbies? Why/why not?

Asking for Permission; Polite Requests

32 a. Listen to the dialogues and write *P* (asking for permission) or *R* (polite request).

Dialogue 1 *R* Dialogue 3 *P*
Dialogue 2 *P* Dialogue 4 *R*

b. Read the dialogues and fill in the missing words.

- A: Excuse me – *could* you tell me where the tennis club is?
B: Certainly. Just walk to the end of this road and turn left.
- A: *Would it be OK if* I open the window? It's getting a bit stuffy in these changing rooms.
B: I'd rather you didn't – I'm feeling a little cold.
- A: *Would it be OK if* I leave the training session early? I've got a dentist's appointment.
B: Of course.
- A: *Could* you give me a lift to football practice, Dad?
B: All right, but you'll have to take the bus home.

c. In pairs, act out similar dialogues using the following prompts and expressions from the table below.

- Ask a colleague if they can lend you some money.
- Ask the flight attendant if you can change seats.
- Ask the person next to you on the bus if they know where the local gym is.
- Ask your English teacher if you can miss a class in order to take part in an important sports event.

Asking for permission/a favour	Could I/you ... Would it be OK if I ...
Granting permission/a favour	Certainly. (Yes,) of course. OK. All right.
Refusing permission/a favour	Actually, I ... Sorry, but ... I'm afraid that ... I'd rather you didn't.

Taking a phone message

33 a. Listen to the dialogue. Who is calling? *Helen Baxter.*

b. Read the dialogue and put Speaker B's replies in the correct order.

- | A | B |
|---|--|
| 1 c Good morning. Dixon & Co – how can I help you? | a Yes, please. Could you tell him that I won't be able to meet him tomorrow, as I'll be in Moscow? |
| 2 b Who is speaking, please? | b My name is Helen Baxter. |
| 3 a One moment, please ... I'm afraid Mr Jackson isn't in his office at the moment. Would you like to leave a message? | c Hello – can I speak to Colin Jackson, please? |
| 4 d Right. I'll make sure Mr Jackson gets the message. | d Thank you very much. |

c. Use the prompts to act out similar dialogues.

- The football match has been cancelled.
- The cricket bat he ordered has arrived.

Inviting a friend to a sporting event

34 a. Listen to the dialogue. What is Duncan going to do? *Watch a football match.*

b. Read the dialogue and fill in the gaps with the words/phrases from the list below.

- Another time, perhaps?
- Why do you ask?
- What are you doing this weekend?

- A: Hi, Paul – it's Duncan. **1)** *What are you doing this weekend?*
B: Hi, Duncan. Er, I haven't got any plans. **2)** *Why do you ask?*
A: I was wondering if you'd like to come and watch a football match. Manchester United are playing on Saturday and I've got an extra ticket.
B: Oh no! I wish I could go to the match with you, but I've just remembered I *do* have plans after all.
A: Never mind. **3)** *Another time, perhaps?*
B: I hope so. Thanks for asking me, anyway.

c. Use the prompts to act out similar dialogues.

- basketball game / Sheffield Sharks
- cricket match / Lancashire

Intonation – regrets

35 a. Listen and repeat.

- I wish I'd won the game.
- If only I'd taken his advice.
- If only I'd made it to the Olympics.
- I wish I had gone to the match.
- If only I hadn't missed the penalty.



TROPHY HUNTERS

A Wimbledon

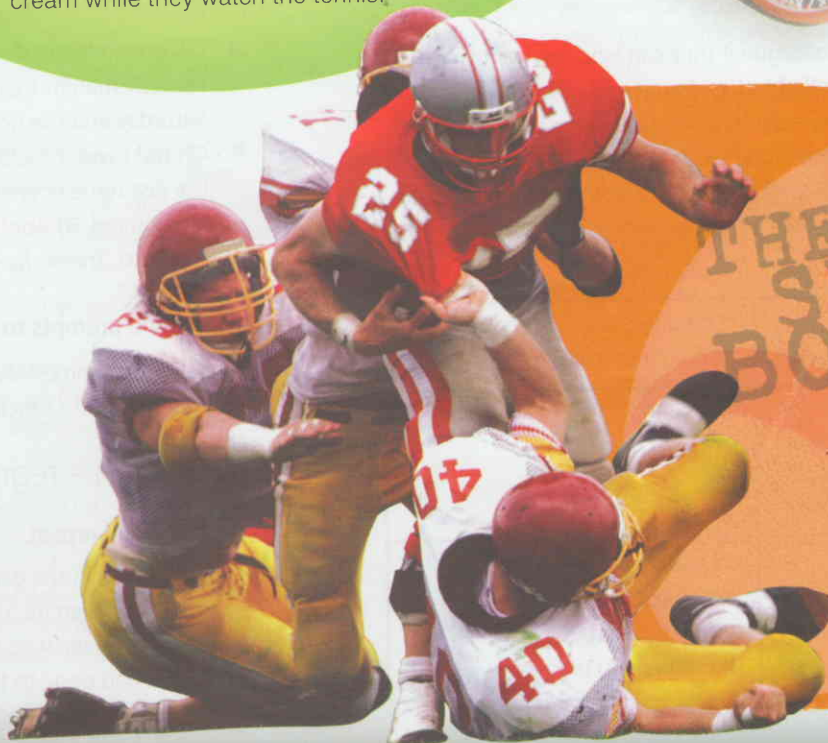
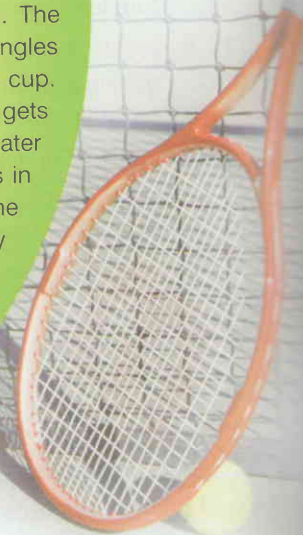
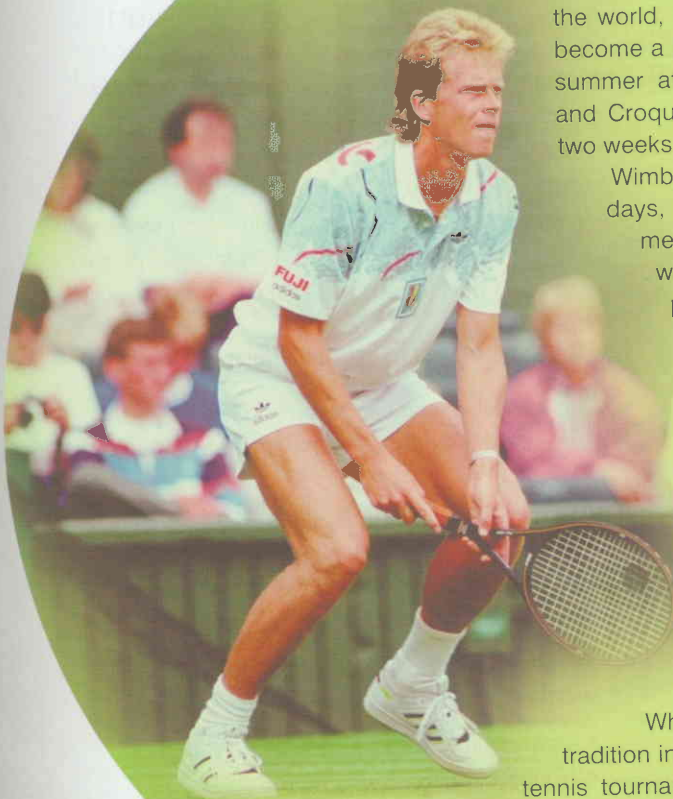
Wimbledon is the most famous tennis **championship** in the world, and over the years it has become a British **institution**. Held every summer at the All-England Lawn Tennis and Croquet Club, the competition lasts for two weeks.

Wimbledon was first held in 1877. In those days, it was an **amateur** event which only men could enter. Today, both men and women, professionals or amateurs can take part in the championship, which is followed in the media by millions of people.

Tennis players come from all over the world to **compete**, hoping to win a **trophy** and a **substantial** amount of money. The prize for winning the Gentlemen's Singles Championship is a large silver **gilt** cup.

The winner of the Ladies' Singles gets a silver **salver** called the 'Rosewater Dish'. There are also competitions in both men's and ladies' doubles. The prizes are traditionally presented by the Duchess of Kent.

What makes Wimbledon special is the tradition involved. It is the only international tennis tournament which is still played on grass, and the only competition open to both amateurs and professionals. The best tradition of all, though, is the spectators' custom of eating strawberries and cream while they watch the tennis.



Tapescript for Exercise 30a (p. 142)

Ss can refer to p.212 of the S's book for the same tapescript.

Phil: Today on Lookabout we are looking at the problem of violent sports. Our guest is sports psychologist Dr Moira Taylor. Thank you for coming today, Doctor.

Dr Taylor: Good morning, Phil. Great to be here.

Phil: As another professional boxer was seriously injured at the weekend, is it time to stop violent sports?

Dr Taylor: Well, violence in sports does cause problems, but there are a number of things we need to think about. For example, which sports should we ban?

Phil: Sports like boxing, which are the most dangerous, I suppose.

Dr Taylor: Well, that's only partly true. In boxing there are strict rules which protect the participants. When these safety rules and regulations are followed, boxing isn't as dangerous as it looks. Far more people hurt themselves playing football. In fact, you are more likely to suffer a serious injury while horse riding than while boxing.

Phil: Maybe the reason so many people pick out sports like boxing and wrestling as being particularly violent is that the athletes are deliberately trying to injure their opponents. Apart from anything else, do boxers make good role models for young sports fans?

Dr Taylor: That's certainly a good argument, and we should remember that if boxers behaved like that outside the ring they would be arrested. However, even in ice hockey and rugby, players are encouraged to be as physical as possible. We have to decide whether violent sports encourage fans to behave more violently. Personally I don't think that violence in society can be explained easily.

Phil: So you wouldn't be in favour of banning violent sports?

Dr Taylor: No, I think that competitive sports can be a positive influence on young people as long as they are encouraged to behave in an acceptable sporting way. Of course we shouldn't encourage violence, and we need to make sure that all sports are as safe as possible. This is especially important with the increase in popularity of extreme sports in recent years. However, whatever sport we're talking about, as long as the competitors understand the risks involved then it should be their decision.

Phil: And so you would take your children to watch, say a boxing match?

Dr Taylor: Yes, of course.

Tapescript for Exercise 31a (p. 142)

Ss can refer to pp.212-213 of the S's book for the same tapescript.

Speaker 1

Ever since I was a young child I can remember being fascinated by my Aunt Edie's teaspoon collection. Each one was different; some were brass, some were silver and she even had one beautiful tiny gold one. What made them so interesting was the fact that they all had different designs on them. When Aunt Edie passed away she left me her collection. She had fifty spoons from all around the world and I now have over a hundred. Personally, I find it a fascinating hobby, as most spoons were made to commemorate a particular historical event. I find it a very rewarding as well as educating pastime.

Speaker 2

People sometimes laugh when I tell them I collect unusual paper napkins, but I'm quite serious about it. I have an amazing collection of different ones from all over the world. I even keep them in photo albums so they don't get damaged. I have travelled to many different countries and I always manage to find unique and interesting napkins to bring back with me. My favourites are the ones I picked up in Taiwan; they are brightly coloured and they have beautiful elaborate designs on them. I've also got some interesting ones from some expensive restaurants, but quite often they use cloth napkins and they won't let me keep those!

Speaker 3

Most of the pieces in my rock collection are ones you can find in any backyard. I clean them with a special solution and this brings out their unusual colours and shapes. I found two very unusual rocks at a relatives' property in the country and when I cleaned them I realised that they were actually quartz crystals. I must admit I wouldn't mind adding a gold nugget to my collection, but, unfortunately, those are very rare and hard to find.

Speaker 4

I've always enjoyed watching comedy films, so it was only natural that I should start a comedy video collection. My favourite has to be the one called "The Road to Italy" starring Mel Winters, it's one of the funniest films I have ever seen. I hope one day to have at least one film starring a famous comedian from each decade. For example, I have a silent Charlie Chaplin film as well as Laurel and Hardy, Abbot and Costello all the way to the present with Eddie Murphy and even Billy Connolly. To date, I have over 110 videos and I keep them in alphabetical order on bookshelves in my living room. My wife complains that our front room looks like a video library, but it's a hobby that the whole family can enjoy!

Speaker 5

I never used to enjoy dancing much, probably because I'm not too keen on the music that is popular in the clubs these days, but ballroom dancing is something different. You get to dress up in fancy clothes and meet interesting people who share your hobby. It also keeps you fit and improves your coordination. The hardest part is finding someone to dance with. Luckily I have a really good dance partner called Ted. We even won a trophy in last year's competition. I began ballroom dancing five years ago and it looks as though I'll be doing it for a long time.

- 36 a. Read out the title and elicit/explain the meaning. Elicit which sport is shown in each picture, and what each competition is called.

Answer Key (See overprinted answer)

- b. Elicit/Explain the meaning of any unknown vocabulary, and elicit which words/phrases Ss expect to find in articles about Wimbledon and the Super Bowl, and in which context they expect to find them.

Suggested Answer Key

Article A:

The tournament is held every summer.

Wimbledon used to be an amateur event.

The champion will win a trophy.

Prizes are presented by the Dunchess of Kent.

Wimbledon is the only international tournament which is still played on grass.

Article B:

Only the top teams will reach the finals.

Teams play matches against each other all season.

The top teams will go through to the playoffs.

A well-known singer is chosen to sing the national anthem.

There are lots of cheerleaders and marching bands to entertain the fans.

- c. Ask Ss to guess when/where each competition began. Play the cassette for Ss to confirm/correct their guesses. Check Ss' answers.

Suggested Answer Key

Wimbledon started in 1877 in England.

The Super Bowl started in 1967 in America.

Wimbledon is older than the Super Bowl.

- 37 Elicit/Explain the meaning of any unknown vocabulary in the questions (but not in the texts). Ss read the texts carefully and complete the task. Check Ss' answers. Then, help Ss to explain the meaning of the words in bold in the texts.

Answer Key (See overprinted answers)

- 38 a. Elicit answers to complete the task.

Answer Key (See overprinted answers)

- b. • Elicit/Explain what each set of initials stands for.
• As an extension, Ss can look up other initials related to sports and present them to the class.

Answer Key

NFL: National Football League

NBA: National Basketball Association

UEFA: Union of European Football Associations

FIFA: Federation International of Football Associations

PGA: Professional Golfers' Association

WBC: World Boxing Council

- 39 Allow Ss a few minutes to read the texts and find three differences between the events. Check Ss' answers.

Suggested Answer Key

Wimbledon is for both amateurs and professionals, whereas the Super Bowl is only for professionals.

Only the winners get a prize at Wimbledon, whereas both winners and losers get a prize at the Super Bowl.

Wimbledon started in 1877, whereas the Super Bowl started in 1967.

- 40 Ss suggest a suitable sporting event. Elicit appropriate vocabulary and facts, and write these on the board under the relevant headings. Help Ss to complete the task orally, then assign it as written HW.

Suggested Answer Key

The FA Cup Final, which takes place every spring, is often said to be the greatest national cup competition in the world. It was first held on 16th March, 1872, at the Kennington Oval in London. Between 1923 and 2000, the FA Cup Final was held at Wembley Stadium, but in 2001, when Wembley Stadium was destroyed, the competition moved to Cardiff's Millennium Stadium.

Around 600 football teams enter the competition every year, each hoping to win the large silver cup. The Final is watched by millions of people all over the world, who love to see the fans cheering as the players walk out onto the pitch. The spectators in the stadium stand as the National Anthem is played, and the players are introduced to the Queen. Finally, the game begins, keeping football fans all over the world on the edge of their seats.

At the end of the game, the captain of the winning team is presented with a silver cup and all the players from both teams are given a medal to show that they have taken part in this famous competition.

36 a. Look at the title and the pictures. What do you think these sportsmen compete for? (**Prize money and**) **Trophies**.

b. In which context do you expect to find these words in the articles?

Article A

- tennis championship • held every summer • amateur event
- win a trophy • prizes are presented • played on grass

Article B

- football fans • top teams • play matches
- go through to the playoffs • sing the national anthem
- cheerleaders and marching bands

Wimbledon is a famous tennis championship.

c. Do you know when Wimbledon and the Super Bowl started? In which countries? Which of the two competitions is older? Read the texts to find out.

37 Read the texts and, for each question, choose the sporting event (A-B). Then, explain the words in bold.

Which sports event

- | | |
|---|-------------|
| • is open to both professionals and non-professionals? | 1) A |
| • asks a well-known person to perform? | 2) B |
| • includes appearances by top celebrities? | 3) B |
| • is an international competition? | 4) A |
| • is more than 100 years old? | 5) A |
| • allows participants to play alone or in pairs? | 6) A |
| • has several other non-sporting activities as part of the event? | 7) B |
| • gives a reward to both the winners and the losers? | 8) B |

38 a. Match the words to their meaning.

- | | |
|-------------|---|
| amateur | • an important part of sth |
| honour | • last in a series of stages |
| feature | • a fixed period when a sport is played |
| open to | • not professional |
| final round | • a special privilege |
| season | • may be entered by |

b. What sporting organisations do these initials stand for?

- NFL • NBA • UEFA • FIFA
- PGA • WBC

Speaking

39 Read the texts again and find three differences between each event.

Wimbledon is held in England, whereas the Super Bowl is held in the USA.

Writing

40 Think about your country's most important sporting event. Write an article for a sports magazine. Include:

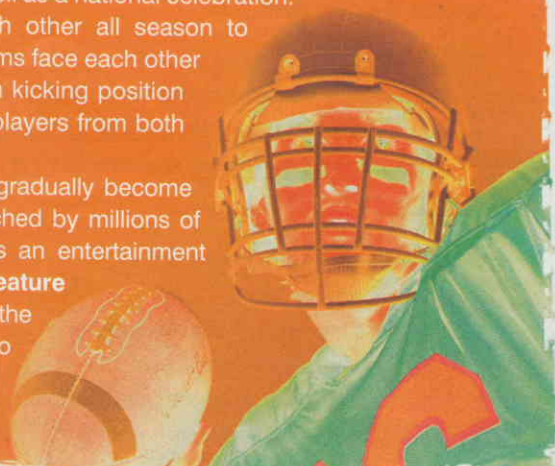
- when/where it is held
- the event's history
- description of the event
- the prize

B THE SUPER BOWL

The Super Bowl is the **highlight** of the year for American football fans. It is the final round in a competition between the top teams in the National Football League, as well as a national celebration.

The 30 professional teams in the NFL play matches against each other all season to determine who will go through to the **playoffs**. Then, the two winning teams face each other to compete for the Super Bowl Trophy, which is a model of a football in kicking position made of silver. The trophy is presented by the NFL **commissioner**. All players from both teams receive a special commemorative silver ring.

The first Super Bowl was played in 1967. Since then, the event has gradually become more **elaborate** and more popular. These days, the competition is watched by millions of people worldwide, and is more than just a football game. In fact, it is an entertainment **extravaganza**, with a pre-game show and a half-time show which both **feature** famous bands and singers. A big-name star is always asked to sing the national **anthem**, which is considered to be a great honour. The shows also have plenty of cheerleaders and marching bands. Everyone who takes part in the event, from the spectators to the players, has a fantastic time.



Writing a letter to the editor



We usually write a letter to the editor when we want to express our opinion about a topic that is of interest to the general public, to agree or disagree with something that has been reported, or to discuss a problem and suggest solutions. We usually write a letter to the editor in a formal or semi-formal style.

- We start our letter with **Dear Sir/Madam**,

Introduction

- In the **first paragraph**, we present our reason for writing and our opinion about the topic.

Main Body

- In the **second and third paragraphs**, we present our arguments/the problems, together with consequences/suggestions/results, in separate paragraphs.

Conclusion

In the **last paragraph** we summarise our opinion or write it again using different words.

We end with **Yours faithfully**, and **our full name**.

USEFUL EXPRESSIONS

- **To begin the letter:** I am writing to express my support for/(dis)approval of ...; I am writing with regard to ...; I am writing about ...; I have just read ...; etc
- **To state an opinion:** In my opinion, ...; I (do not) feel/believe/think ...; I am (totally) opposed to/in favour of ...; I strongly (dis)agree with ...; etc
- **To express the consequences/results:** This will/would mean ...; Then ...; Therefore, ...; As a result, ...; Consequently, ...; If we/they do/did this, ...; Obviously, ...; Clearly, ...; etc
- **To list points:** Firstly, ...; First of all, ...; Secondly, ...; Furthermore, ...; What is more, ...; Finally, ...; etc
- **To end the letter:** I hope my comments/suggestions/points will be taken into consideration; I hope the government/local council/we will ...; I hope something will be done about this urgently; etc

Analysing the Rubric

- 41** Read the rubric, underline the key words and answer the questions.

- The local council has decided to build a new sports centre in your home town where an old factory used to be. Write a letter to the editor of your local newspaper, expressing your support for the plan.

- 1 Who is going to read your letter?
 - a The local council.
 - b The editor of the local newspaper.
 - c The newspaper's readers.
- 2 What is your opinion of the plan? I agree with it.
- 3 How should you begin/end your letter? Dear Sir/Madam, / Yours faithfully,

- 4 Should the letter be written in a formal or informal style? Formal.

- 5 Which of the following might you use in the letter? Tick (✓).

In my opinion, this is an excellent idea. ☒
I am totally opposed to the council's plan. ☐
I hope the council won't ... ☐
I don't think we should ... ☐
I strongly agree with the council's plan. ☒

- 6 Which points might you make in your letter? What advantages might a new sports centre have? Tick (✓)

More people will be able to play sports. ☒
There will be less traffic on the roads. ☐
People will have somewhere new to go. ☒
It will bring new jobs to the town. ☒
It will make the town centre cleaner and tidier. ☐

Analysing a Model Text

- 42** a. Read the letter and choose sentences to complete it. Why did you decide on them?

- A Firstly, it will provide a number of job opportunities.
- B To start with, the town has very few sports facilities.
- C All in all, I must state that I am in total agreement with the council's decision.
- D To sum up, I think it is a very bad idea.
- E Furthermore, the new centre will be in an excellent location.
- F Also, the location is fantastic.

Dear Sir,

I am writing about the recent article in your newspaper regarding the decision to build a new sports centre in our town. In my opinion, this is an excellent idea which will have many advantages for our town.

1 B Many people do not get the chance to play sports when they want. A new sports centre will give more people the opportunity to play sports. It will also give children and teenagers access to better facilities than they have at school, as well as somewhere to go at weekends. At the moment there is very little for them to do.

2 E It is in the centre of town, near the railway station and several major bus routes. Consequently, it will be very easy to get to. What is more, the fact that it will be built on the site of the old factory means that the town's appearance will be improved.

3 C I hope that the plan is put into effect as soon as possible.

Yours faithfully,
James Marshall
James Marshall

- 41 Present the tip and explain any unknown vocabulary. Read out the rubric. Help Ss to identify the key words. Ss answer the questions. Check Ss' answers.

Answer Key (See overprinted answers)

- 42 a. Explain the task. Ss read the letter and complete the task. Check Ss' answers, then ask individual Ss to justify their choices. Elicit/Explain the meaning of any vocabulary which Ss still do not understand.

Answer Key (See overprinted answers)

- 1 *very few sports facilities → many people do not get the chance to play sports - give more people the opportunity to play*
- 2 *excellent location → centre of town, near railway station - on site of old factory*
- 3 *in total agreement with the council's decision*

- b. Elicit the fact that the writer supports his arguments by stating the consequences/results of the plan suggested. Help Ss to identify these.

Suggested Answer Key

... will give more people the opportunity to play sports.
... will also give children and teenagers access to ...
Consequently, it will be very easy to get to.
... the town's appearance will be improved.

- c. Ss read the letter again and underline the linkers. Check Ss' answers, then elicit appropriate synonyms for the linkers used.

Suggested Answer Key

To list points: To start with, Also, Furthermore, What is more

To express an opinion: In my opinion, I think

To express a result: Consequently

To start with: To begin with, First of all, Firstly, In the first place

Also: In addition, What is more, Furthermore, Moreover

Furthermore: In addition, What is more, Also, Moreover

What is more: In addition, Also, Furthermore, Moreover

In my opinion: As far as I am concerned, To my mind, In my view

I think: I believe, It seems to me

Consequently: As a result, Therefore

- d. Elicit examples of formal style used in the letter.

Suggested Answer Key

Examples of formal style: Dear Sir, regarding the decision, Furthermore, Consequently, What is more, All in all, I must state that I am in total agreement, Yours faithfully

- 43 Explain the task. Ss complete the task. Check Ss' answers.

Answer Key (See overprinted answers)

- 44 Ss match the arguments to the consequences. Check Ss' answers, then help individual Ss to express these in full sentences. As consolidation, Ss may repeat the exercise as a written task.

Answer Key (See overprinted answers)

Suggested Answer Key

First of all, if the park is sold there will be no open spaces left. As a result, children will not be able to play freely, and people will have nowhere to walk their dogs, ride their bicycles and so forth.

What is more, there will be very few green areas in the town. Obviously, this is very unhealthy, as people need fresh air and natural surroundings for good health.

Finally, the town will be crowded and built up. This means that there will be more traffic and pollution, and the town will no longer be a nice place to live.

- 45 a. • Read out the rubric and elicit/explain the meaning of any unknown vocabulary. Help Ss to answer the questions.
• Present the plan. Explain the task. Ask questions and elicit answers to complete the plan.
e.g. T: Why are you writing?
S1: I am writing to express my opposition to the plan.
T: What is your opinion?

- S2: My opinion is that the land should not be sold to a contract developer.

Suggested Answer Key

Main body

(Paras 2-3) My arguments are that:
If the park is sold there will be no open spaces left. There will be very few green areas in town. The town will be crowded and built up. The consequences are that:
Children will not be able to play freely and people will have nowhere to walk their dogs or ride their bikes and so forth.
This is very unhealthy as people need fresh air and natural surroundings for good health.
There will be more traffic, more pollution and the town will no longer be a nice place to live.
Conclusion My opinion is that the park land should not be sold to a contract developer.
I think that the council should reconsider its decision.

- b. Help Ss to complete the task orally, then assign it as written HW.

Suggested Answer Key

Dear Sir,

I am writing to express my disapproval of the council's decision to sell Longheath Park to a contract developer. In my opinion, this is a terrible plan which will only have disadvantages for the people of Westvale.

First of all, if the park is sold there will be no open spaces left. As a result, children will not be able to play freely and people will have nowhere to walk their dogs or ride their bikes. What is more, there will be very few green areas in the town. Obviously, this is very unhealthy, as people need fresh air and natural surroundings for good health.

Finally, the town will be crowded and built up. This means that there will be more traffic, more pollution and the town will no longer be a nice place to live.

To sum up, I must state that I am in total disagreement with the council's plan for Longheath Park. I hope that the council will reconsider its decision.

Yours faithfully,
John Morton

- 46 • Read the quotations aloud and help Ss to interpret them.

Suggested Answer Key

- There are as many risks in going about your daily routine as there are in taking part in dangerous activities.
- You should always push yourself to do new things, even if you are afraid.
- An element of danger makes things more exciting.
- Taking part in sports helps you to discover your true personality.
- As an extension, ask Ss to find similar quotations in their own language and explain them in English.

- b. How does the writer support his arguments?
- c. Underline the linkers the writer uses to: *list points; express an opinion; express a result*. Replace them with other appropriate ones.
- d. Find examples from the letter showing it is written in a formal style.

Style

43 Match the informal phrases/sentences (1-6) to the formal ones (a-f).

- 1 d I am writing about ...
- 2 e I think that ...
- 3 f I hate what they decided to do.
- 4 a I don't like the idea of ...
- 5 b So, then ...
- 6 c I like this idea very much.

- a I wish to express my disapproval of ...
- b The consequence would be that ...
- c I am strongly in favour of ...
- d I am writing with regard to ...
- e It is my opinion that ...
- f I strongly disagree with this decision.

Joining Sentences

44 Match the arguments to the consequences, then write full sentences using the useful expressions from the table on p. 146.

Arguments

- 1 b If the park is sold there will be no open spaces left.
- 2 c There will be very few green areas in town.
- 3 a The town will be crowded and built up.

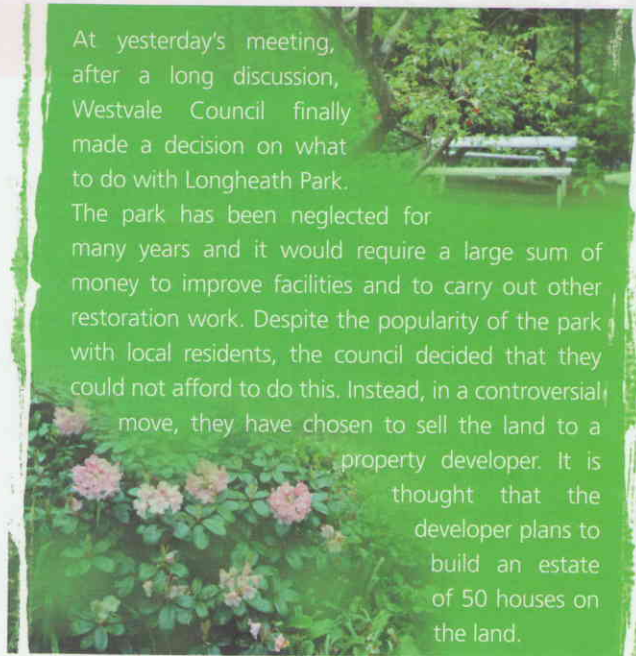
Consequences

- a There will be more traffic and pollution, and the town will no longer be a nice place to live.
- b Children will not be able to play freely, and people will have nowhere to walk their dogs, ride their bicycles and so forth.
- c This is very unhealthy, as people need fresh air and natural surroundings for good health.

Discuss & Write

45 a. Read the rubric, then use information from Ex. 44 to answer the questions in the plan.

- You read the article below in Tuesday's edition of the *Westvale Herald*. You have decided to write a letter to the editor to express your opposition to the plan and to urge the council to reconsider its decision.



plan

Dear Sir,

Introduction

- (Para 1) Why are you writing?
What is your opinion?

Main Body

- (Paras 2-3) What are your arguments/the problems?
What are the consequences or suggestions and results?

Conclusion

- (Para 4) What is your opinion again?
What do you think should happen next?

Yours faithfully,
Your full name

- b. Use your answers to Ex. 45a to write your letter (120-180 words). You can use the letter in Ex. 42 as a model.

46 Explain the quotations below in your own words.

Famous words

- A man sits as many risks as he runs.
Henry David Thoreau (US poet)
- Always do what you are afraid to do.
Ralph Waldo Emerson (US philosopher)
- Everything is sweetened by risk.
Alexander Smith (Scottish poet)
- Sports do not build character. They reveal it.
Heywood Hale Broun (US broadcast journalist)

Spread the News

Lead-in

1 Read the title. What do you expect the unit is about?

2 a. How do you keep yourself informed?
• newspapers • magazines • Internet • TV
• radio • other

b. Are you a bookworm? What do you like reading? What form of books do you prefer: **hardcover**? **paperback**? **e-book**? Give reasons. Think about:
• cost • convenience • binding

I prefer reading paperbacks because they are cheap and easy to carry.

c. Look at the survey results in the table. What do the percentages tell you? Is the printed word dying?

	No. of people who use	
	printed word	electronic media
newspapers	36%	64%
magazines	54%	46%
encyclopaedias	74%	26%
dictionaries	78%	22%

The percentages tell us that more people use electronic media to read newspapers than the printed word.

3 a. In pairs, tick (✓) the arguments in favour of electronic media.

access information without leaving your desk ✓

carry it around with you

take longer to read

good graphics and layout ✓

it is cheaper

can fit in your pocket

get up-to-date information instantly ✓

read sth over and over ✓

lasts a long time, doesn't need replacing ✓

b. Use arguments from above to express your opinion.

Thanks to electronic media, I can access any information I want to without even leaving my desk. Sadly, I can't carry it around with me in the same way I can with traditional books.

Reading

4 a. Read the title. Is this possible? Why/Why not? Read and find out.

b. Read the article again and choose the most suitable sentence from the list (A-I) for each gap. There is one extra sentence which you do not need to use. There is an example at the beginning.

E-books

the books of the future?

A few years ago, nobody could have imagined buying a whole dictionary or encyclopaedia on CD-Rom – but we do now, and it's a **booming** business. Are e-books set to take over from the printed word? Well, some multimedia companies are **predicting** that, in a few years' time, production of newspapers and magazines will have been **halved**, as we will be turning to our computers to get the **news**. But how do people feel about reading their daily newspaper, or even their favourite novels, on their computer screens? **0 E**

It is certainly a question that we are going to have to **think about** soon. Technology produces new products every day and the **publishing industry** is already showing great interest in the future of the e-book. **1 B**

As for e-books, despite the fact that the technology has not been fully developed yet, and an e-book that you can carry about with you is still much more expensive than an **ordinary** book, researchers claim that **soon** e-books will become much cheaper than paper **books** and will be much more popular.

2 G Stephen King, the best-selling writer of horror books, **posted** his newest short story on the Internet and it sold more copies in its first days than many of his printed novels had. **3 D**

Well, is this really the end of the book and the newspaper? I **doubt** it, and it seems that even Stephen King agrees. Despite his success on the Internet, he **does** not seem to think anything can replace the book! This is partly because, although we like to think that technology is capable of anything, it isn't. At least, not yet! **4 A** It took 25 hours for Associated Press to **download** Stephen King's story. This is because lack of **band width** makes it very slow to send material, **especially** pictures, over the Internet. Even though **work is** **being** carried out to solve this problem, **the** Internet is increasing too fast for scientists to keep up. What is more, it takes much longer for us to read on the net. **5 F**

There is another problem, too, which has nothing to do with technology. People simply prefer paper. It doesn't matter how many books, magazines or newspapers are

Objectives

Reading: gapped sentences; correct/incorrect; reading for specific information; scanning a text

Vocabulary: the news; disasters; TV guide; newspapers; cinema; quiz; natural/man-made disasters

Grammar: future perfect; linkers; quantifiers

Use of English: prepositions; phrasal verbs (take, turn, stand); open cloze; abbreviations; word formation; key word transformations; idioms and fixed phrases

Listening: listening for specific information; listening for gist; listening for main points; listening for detail; deducing meaning; multiple matching; yes/no; note taking; listen and tick

Speaking: giving opinions; making predictions; making presentations; reporting the news; talking about TV viewing habits; asking and answering questions; decision making; making arrangements; making excuses; deciding on weekend activities; describing pictures; describing feelings and reactions; describing an event; comparing types of films; talking about disasters

Intonation: word stress

Writing: a formal transactional letter; a news report; a short story

- 1 Read the title aloud. Elicit the meaning of the title (*keeping people informed*). Then, Ss speculate about the content of the unit (*the news, bad news, disasters, gossip, etc.*).
- 2 a. Read the question and the prompts. Elicit Ss' answers around the class. Alternatively, carry out a class quiz and use the information to draw a graph showing Ss' answers.
 - b.
 - Read the questions.
 - Elicit the form of each type of book. If necessary, bring samples or pictures of each to show to the class.
 - Allow Ss two minutes to answer the questions. Monitor Ss' performance around the class. Ask individual Ss to answer the questions in front of the class.

Suggested Answer Key

I prefer reading hardbacks because the binding is strong and they last for a long time.

I prefer using e-books because they are easy to use.

- c.
 - Present the survey results. Elicit how a survey is conducted. (*A random group of people are asked a set of questions. The results are collected and percentages are calculated, which are then represented on a chart or graph.*) Read out the questions and the example. Ss answer the questions. Check Ss' answers around the class.

Answer Key

... This might suggest that the printed word is dying.

The percentages tell us that more people use the printed word to read magazines than electronic media. This doesn't suggest that the printed word is dying.

The percentages tell us that more people use the printed word to read encyclopaedias than electronic media. This doesn't suggest that the printed word is dying.

The percentages tell us that more people use the printed word to read dictionaries than electronic media. This doesn't suggest that the printed word is dying.

- As an extension, carry out a similar survey in the classroom. Calculate the percentages and draw a table. Then, Ss can make up similar sentences about their own results. Ask Ss to compare their table to the one on p. 148.

- 3 a. Explain the task. Read the prompts aloud. Ss work in pairs and tick the arguments in favour of electronic media. Check Ss' answers.

Answer Key (See overprinted answers)

- b. Explain the task. Ss work in pairs and make up sentences expressing their opinions. Check Ss' performance around the class. Ask some pairs to present their opinions to the class.

Suggested Answer Key

It seems to me that electronic media takes much longer to read than traditional books. However, electronic media does let us enjoy good graphics and layout.

- 4 a. Ask Ss to read the title of the article and say what they think the article is about. Then, Ss answer the questions. Check Ss' answers.

Suggested Answer Key

I think the article is about e-books becoming the books of the future.

I don't think this is possible. I believe people will always want to read traditional books.

- b.
 - Explain the task. Refer Ss to the tip on p. 19. Remind Ss that they need to follow the advice in order to complete the task successfully.
 - Allow Ss five to six minutes to silently read the text and the sentences (A-I).
 - Read out the example and elicit why E is the correct answer. (*It contains the reference words **daily newspaper** and **screen** from the previous sentence. It continues addressing the reader directly.*) Ss complete the task. Check Ss' answers by asking individual Ss to read the completed text aloud.

Answer Key (See overprinted answers)

- 1 reference words: 'technology', 'new products' and 'publishing industry' in the previous sentence
- 2 reference words: 'sold more copies' in the next sentence
- 3 reference words: 'posted' and 'on the Internet' in the previous sentence
- 4 reference words: '25 hours' in the next sentence and 'slow' in the sentence following
- 5 reference words: 'much longer to read' in the previous sentence
- 6 reference words: 'row of books', 'bookshelves', 'pile of magazines' and 'table' in the next sentence
- 7 reference words: 'cater for', 'prefer', 'screen', 'paper lovers shouldn't worry' in the next sentence

- c. • Explain the task. Allow Ss two or three minutes to read the article again. Ss work in pairs and underline the phrasal verbs in the text. Check Ss' answers. Then, Ss explain the words in bold by explaining them in their own words or by giving synonyms or antonyms.

Answer Key

think of: come up with	do: carry out
place inside: put in	move at the same speed: keep up
remove: take out	replace: take over from

- Ss, in pairs, suggest synonyms for the highlighted words. Alternatively, they can look the words up in their dictionaries.

Answer Key

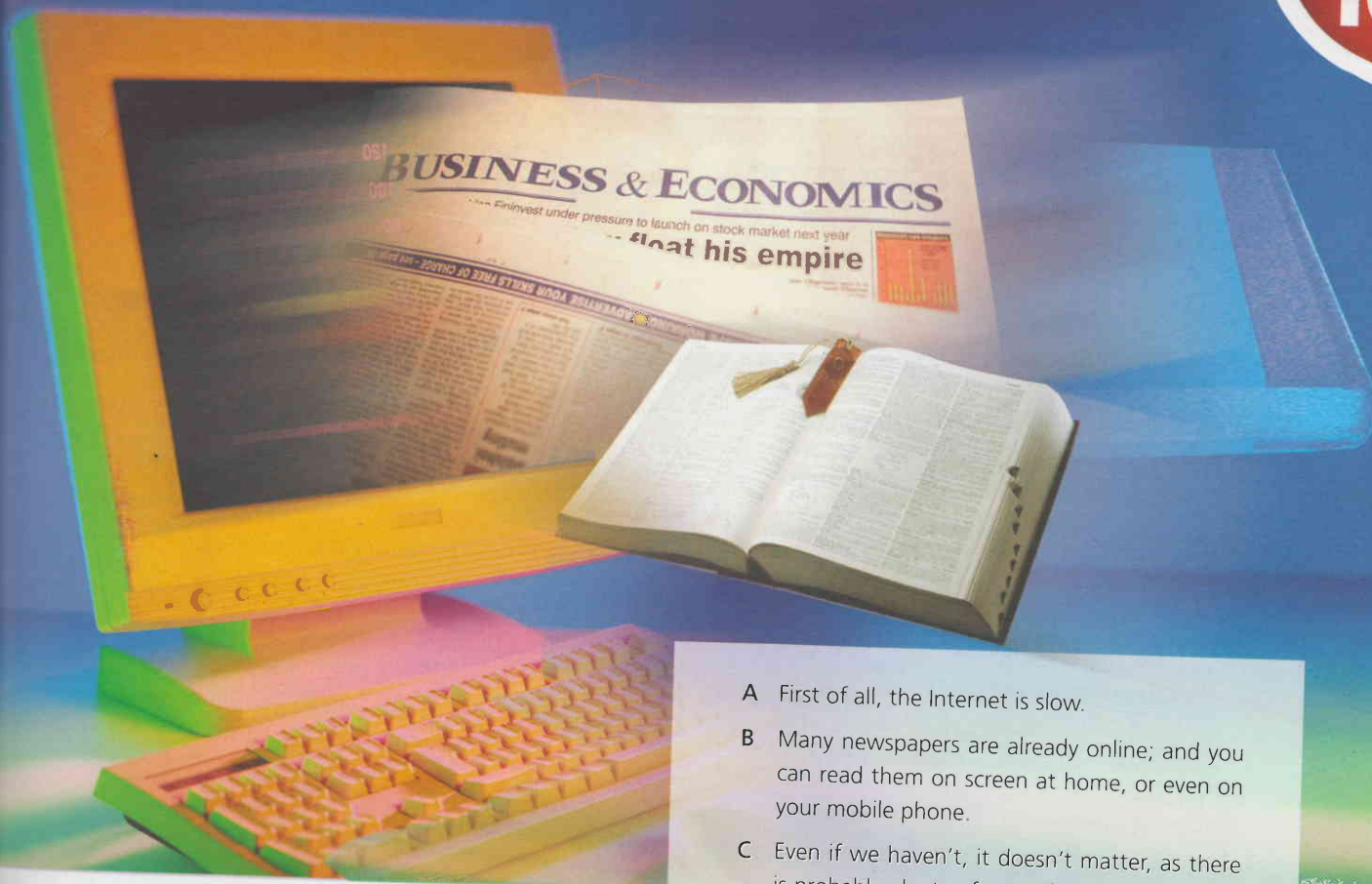
latest: most up-to-date	demand: call, need
think about: consider	pile: heap, mound
ordinary: usual, common, normal	personal: individual
versions: forms, varieties	order: request, ask for
constantly: continuously	

- Remind Ss to practise *Reading aloud* using the S's CD/cassette. Ss listen to the text and follow the lines. Ss listen again with pauses, then read out from the text.
- 5 Explain the task. Ss complete the task. Check Ss' answers. Ask Ss to justify their answers from the text. Ss then express their opinions with reasons.

Answer Key

b – the printed page will undoubtedly keep its place in our lives

I completely agree with the author. I don't think that e-books will replace traditional books. Although the graphics and layout make them more interesting to read, they can't replace traditional books.



produced – we never stop buying them. It seems that we like the feel of books and magazines – we like to put them in our bags or pockets and take them out on the bus or the train on the way to work. We like to sit and read in the park or on the beach.

E H How many of us would **exchange** what we have now – a **row** of books in a bookcase, or a pile of magazines on the coffee table – for a row of little screens? For many of us, the idea of Sunday morning without a cup of coffee and a **pile** of newspapers is impossible.

Nevertheless, by the time e-books have become as easily available as printed ones, it is likely that at least some of us will have changed our minds.

C Publishers will be delighted to **cater** for those who prefer to use a screen, but paper lovers shouldn't worry, as the printed page will **undoubtedly** keep its place in our lives. There is even news that MIT will have come up with a **compromise** soon – a **system** where we can tell our computers what we want to read, and they will print our own **personal** newspaper for us. The difference will be that we will only have to read about things which interest us. Just think – if you hate the **business section**, you don't have to **order** it. If you like tennis, you can request only the football results. It sounds like this could be good news for everyone!

- A First of all, the Internet is slow.
 - B Many newspapers are already online; and you can read them on screen at home, or even on your mobile phone.
 - C Even if we haven't, it doesn't matter, as there is probably plenty of room for both books and screens.
 - D To publishers, this meant the arrival of the e-book!
 - E Would you be happy to get your newspaper on the screen, or do you still prefer turning those pages?
 - F Did you know that we can read 50% more quickly on paper than we can on a computer screen?
 - G It looks as if people are already interested in the general idea.
 - H We like to decorate our rooms with them, too.
 - I More than half of today's newspapers now have websites.
- c. Find the phrasal verbs in the text, which mean: **think of, place inside, remove, do, move at the same speed, replace**. Then, explain the words in bold and suggest synonyms for the highlighted words.

Follow-up

- 5 Which of the following best describes the author's main point? Give reasons.
- a Books are old fashioned.
 - b The printed word will never die.
 - c E-books will replace paper books.

How far do you agree with the author?

Vocabulary Practice

The News

- 6 a. Match the newspaper headlines to the sections. Can you think of any other sections? Which is your favourite section of the newspaper? Why? Which do you never read?

Poland hit by more bad weather	UK news
Mobile phone company makes bid for rival	world news
Russian satellites launched	politics
Poor results force England's cricket captain to quit	business
Cancer screening benefits praised	education
A MAGICAL PERFORMANCE	sports
TV standards falling	science/technology
UK backs peace plan	entertainment
SOUTH-EAST ASIAN LEADERS MEET FOR NEW TALKS	health
Education spending key to next election	reviews

I like reading the sports section the most.
I never read the politics section. I'm not interested in it.

- b. How often do you buy a newspaper? Is it a **daily** or a **weekly** paper? Is it a **tabloid** (popular press) or a **broadsheet** (quality press)? What is its circulation?

- 7 Listen to each of the people and match them to the newspaper sections they are talking about.

Lyn	horoscopes
Stacey	letters to the editor
Bob	classifieds
Tony	crossword

- 8 a. The following words often appear in newspaper headlines. Match them to their meanings.

quit	the important factor
bid	try to buy/take over sth
cut	support
back	reduce
hit	affect sb/sth badly
talks	resign
key	formal discussions

- b. Find the above words in the headlines in Ex. 6a then re-write each headline without using them.

Poland **hit** by more bad weather.
Poland **has been badly affected** by more bad weather.

Disasters

- 9 a. Look at the headlines. Which disasters are mentioned here? Which are natural and which are man-made? Can you think of any other disasters?

1 MASSIVE EARTHQUAKE LEAVES THOUSANDS HOMELESS IN INDIA	2 Village flooded as river breaks banks
3 Malawi declares famine emergency	4 Arsonists blamed for forest fires
5 Evacuation underway as Mount Etna erupts again	6 Gas explosion kills family of four

- b. Listen to the radio report and fill in the table. Which of the headlines from Ex. 9a does it match? It matches headline 2.

Where?	• small village of Upton in Warwickshire
When?	• last Tuesday
What happened?	• river broke its banks village flooded
Results:	• Thousands of pounds worth of damage; up to a hundred people evacuated their homes.
Action taken:	• The army was called in. They used sandbags to build up river banks. • Council look at ways of making sure it never happens again.

- c. Imagine you are the newsreader at your local TV station. Report the flood in Ex. 9b.

The small village of Upton in Warwickshire was flooded yet again last Tuesday when ...

Writing Project

Use the plan in Ex. 9b to write a news report about recent disaster in your country for the school magazine. Start by giving the **summary of the event** (where, when, what, etc.), and then **describe the event** in detail. Finish your news report by writing the **action that will be taken**.

- 6 a. Read the headlines and the newspaper sections. Explain any unknown words. Read and explain the task. Ss work in pairs and match the headlines to the most appropriate section. Then, Ss answer the questions. Check Ss' answers around the class.

Answer Key

Poland hit by more bad weather: world news
Mobile phone company makes bid for rival: business
Russian satellites launched: science/technology
Poor results force England's cricket captain to quit: sports
Cancer screening benefits praised: health
A magical performance: reviews
TV standards falling: entertainment
UK backs peace plan: UK news
South-East Asian leaders meet for new talks: politics
Education spending key to next election: education/politics

Other sections: employment, money, travel, classifieds, crossword, horoscope, property, motoring, weather forecast, letters to the editor, etc

Suggested Answer Key

My favourite section is sports. I enjoy reading about sports events. I never read the business section. I find it very boring and difficult to read.

- b. • Explain the task. Ss work in pairs to answer the questions. Check Ss' performance around the class.
 • As an extension, ask Ss to list the daily newspapers, weekly newspapers, tabloids and broadsheets available in their country.

(Ss' own answers)

- 7 Explain the task. Play the cassette twice if necessary. Ss listen and do the exercise. Check Ss' answers.

Answer Key (See overprinted answers)

- 8 a. • Read the prompts and elicit/explain the meaning of any unknown words. Explain that newspaper headlines frequently use standard vocabulary in order to make a point in as few words as possible. Explain the task. Ss work in pairs and do the task. Check Ss' answers.
 • As an extension, ask Ss to find similar words in the headlines of newspapers in their country.

Answer Key (See overprinted answers)

- b. • Explain the task. Ss work in pairs and complete the exercise. Check Ss' answers.
 • As an extension, ask Ss to collect newspaper headlines from various English newspapers and present them in class. Ss should explain the headlines and say which section of the newspaper they came from.

Answer Key

Mobile phone company makes bid for rival = Mobile phone company **tries to take over** their rival.
Poor results force England's cricket captain to quit = Poor results force England's cricket captain to **resign**.
UK backs peace plan = UK **supports** peace plan
South-East Asian leaders meet for new talks = South-East Asian leaders meet for new **formal discussions**
Education spending key to next elections = Education spending is the **important factor** in next elections.

- 9 a. • Read the headlines aloud and explain the task. Ss work in pairs and complete the task. Check Ss' answers.

Answer Key

- 1 *earthquake:* natural disaster
- 2 *flood:* natural disaster
- 3 *famine:* natural and/or man-made disaster
- 4 *forest fire:* man-made disaster
- 5 *volcanic eruption:* natural disaster
- 6 *gas explosion:* man-made disaster

Other disasters

Natural disasters: drought, hurricane, tornado, tsunami, hail storm, tornado, landslide, typhoon/cyclone, etc

Man-made disasters: plane/train crash, multi-car pile up, war, city fire, gas leak, etc

- As an extension, Ss can collect headlines and design a poster for the classroom. Ss can add pictures/ photographs to complete the poster. Alternatively, Ss can work in small groups and use the headlines to put together their own newspaper. Ss can think of a name for their newspaper, write their own short articles and add photographs/pictures to complete their newspaper.

- b. Read the table and explain any unknown words. Explain the task. Play the cassette. Ss fill in the missing words. Play cassette again with pauses. Ss listen and check.

Answer Key (See overprinted answers)

- c. Allow Ss some time to write the news report. Walk around the class, helping Ss where necessary. Ss then work in pairs and practise their news report. Check Ss' performance around the class. Choose individual Ss to make their report to the class. Alternatively, ask Ss to prepare the news report at home and present it in the next lesson. Ask Ss to vote to choose the best newsreader in the class.

Suggested Answer Key

... the river broke its banks and the village flooded. The damage is estimated at thousands of pounds. Up to a hundred people evacuated their homes. The army was called in. Sandbags were used to build up river banks. The Council is looking at ways of making sure it never happens again.

Writing Project

Read the task. Brainstorm with Ss and elicit the vocabulary Ss need to complete the writing task. Discuss the task in class and then assign it as written HW. Ss can also collect pictures to illustrate their articles.

(Ss' own answers)

Tapescript for Exercise 7 (p. 150) → See p. 151(T)

Ss can refer to p.213 of the S's book for the same tapescript.

Tapescript for Exercise 9b (p. 150) → See p. 151(T)

Ss can refer to p.213 of the S's book for the same tapescript.

- 10 Explain the task. Ss work in pairs and complete the exercise. Check Ss' answers.

Answer Key (See overprinted answers)

- 11 a. • Read the TV listings Elicit other things one can watch on TV (*documentary, reality story, quiz, etc*).
• Elicit the useful vocabulary Ss need to express their likes and dislikes and write these words on the board.

Expressing likes: I quite fancy it. – That's a good idea. – OK, then.

Expressing dislikes: I don't think so. – It's not my style. – I don't think so. – I don't really enjoy watching ... etc

- Explain any unknown words. Explain the task.
- Choose two Ss to read out the example. Ss work in pairs and make up dialogues. Monitor Ss' performance around the class. Ask some pairs to act out their dialogues in front of the class.
- As an extension, Ss can make up similar dialogues about the TV listings in their own country.

(Ss' own answers)

- b. Explain the task. Ss work in pairs and answer the questions. Monitor Ss' performance around the class.

Suggested Answer Key

I watch TV for about two hours a day. I mostly enjoy watching documentaries. In my country I can watch Weird Nature.

- 12 a. Allow Ss one minute to work in pairs and brainstorm as many words as possible. Elicit Ss' answers and write on the board.

Suggested Answer Key

horror film, musical, comedy, fantasy, drama, thriller, adventure, cartoons, children's film, screen, box office, popcorn, multiplex, film star, poster, actor/actress, character, plot, seat, ticket, usher, front/back row, foyer, feature, trailers, coming soon, matinee, ratings, etc

- b. • Explain the task. Ask individual Ss to read the film reviews aloud and elicit/explain the meaning of any unknown words. Ss complete the exercise. Then, Ss work in pairs and make up dialogues. Check Ss' performance around the class.

Answer Key

You've Got Mail – a romance

Lion King – an animated film

Star Wars Episode 1: The Phantom Menace – a science-fiction film

(Ss' own answers)

Suggested Answer Key

A: ... with a funny, well-written script.

B: Is the film recommended?

A: Yes. It says it's a film well worth watching.

B: OK then. Where is the film on?

A: At the Odeon.

B: And what time does it start?

A: At 7:45.

B: We'd better hurry up, then.

- 13 Explain the task. Ss work in pairs and talk about films they have seen. Check Ss' performance around the class. Ask individual Ss to talk about their favourite film in front of the class. Alternatively, one S can describe the film without mentioning the title. The other S should try to guess the title of the film.

(Ss' own answers)

Game

Ss play the game according to the instructions in the Student's Book.

Tapescript for Exercise 7 (p. 150)

Ss can refer to p.213 of the S's book for the same tapescript.

Lyn

Ah, this could be what you're looking for. A fully-furnished two-bedroomed flat in the city centre. Five minutes walk from the railway station. Just £400 a month. Shall we ring up and arrange to go and see it?

Stacey

Do you want to hear yours? You're Capricorn aren't you? It says it's a good week for you to meet new people and that on the 12th you're going to have some unexpected good news.

Bob

I'm totally stuck. I can normally finish it in about 20 minutes but today it's really difficult. Have you got any idea what 17 across could be?

Tony

I see someone's written in complaining about the council's plan to build that new supermarket. He says it's going to mean much more traffic in the city centre and that all our small local shops are going to suffer. I certainly agree with him about that.

Tapescript for Exercise 9b (p. 150)

Ss can refer to p.213 of the S's book for the same tapescript.

Radio news reporter

The bad weather that has been sweeping the country for the last two months has taken its toll again on the unlucky inhabitants of the small village of Upton in Warwickshire. They woke up on Tuesday to find that most of the village had been flooded for the second time in less than three weeks. The village lies on the River Severn, which has been at a dangerously high level all month. The flood defences had been reinforced after the first floods but they didn't prove to be strong enough. Early on Tuesday morning the river broke its banks again. Within hours, low lying parts of the village were submerged in more than a metre of water. Local councillor, Bill Jameson said that it was a total disaster for the town, as things were just getting back to normal after the first floods. The flood has caused thousands of pounds worth of damage, and up to a hundred people have had to be evacuated from their homes. The army has been called in, and has been working all day using sandbags to try to build up the banks of the river again. However, Jameson says that in the long term, more serious action will have to be taken. He said that the local council will be looking at ways of making sure that this never happens again. Even if it means such drastic action as diverting the course of the river away from the village ...

- 10 Match the columns to form compound nouns, then use them to complete sentences 1-6.

magazine	films
radio	effects
black and white	broadcast
special	station
current	covers
live	affairs

- 1 Photographs of her have appeared on *magazine covers* all over the world.
- 2 I always listen to that *radio station* in the morning because I really like the DJ.
- 3 We'll go over now to a *live broadcast* from the Houses of Parliament where the Prime Minister is about to give his speech.
- 4 I love watching old *black and white films*. Some of them are classics.
- 5 We should watch that new *current affairs* programme on TV tonight; it looks like it will be really interesting.
- 6 The plot was a bit silly but the *special effects* were amazing.

TV Guide

- 11 a. Look at the extract from the TV guide section of a magazine and, in pairs, make up dialogues.

5.35 **Neighbours:** Danny confronts Steve. Australian soap.

6.00 **BBC News:** Presented by David Hawkins.

6.30 **Regional News: Weather**

7.00 **Animal Hospital:** Real life stories of animals in crisis presented by Rolf Harris.

7.30 **EastEnders:** A case of mistaken identity for Kat and Ian goes too far. Soap.

8.00 **Weird Nature:** New series which looks at strange behaviour in the animal kingdom.

8.30 **This is your life:** Michael Aspel presents an unsuspecting celebrity with their life story.

9.00 **Manhunt:** Police drama. Borne and his team manage to arrest most of the smugglers. Starring David Suchet.

BBC1

- A: Is there anything good on TV tonight?
 B: I quite fancy watching *Manhunt*.
 A: What's that?
 B: You know, the police series. It's normally really good.
 A: What time does it start? / I don't think so, it's not my style. etc
- b. How often do you watch TV? What do you enjoy watching on TV? Which of the series on BBC 1 can you watch in your country?

Cinema

- 12 a. In pairs, think of as many words as possible related to the cinema.
- b. Look at the pictures. Which is *an animated film*, *an action film*, *a romance*, *a science-fiction film*? In pairs, use the prompts to make up dialogues, as in the example.

A: Would you like to go and see a film tonight?

B: Yes sure. Any suggestions?

A: How about that action film?

B: Which one?

A: *Lethal Weapon 3*.

B: What is it like?

A: The newspaper says it's exciting ... etc



Lion King ****

Incredible animation and full of lovable characters, this is one of Disney's best-ever films. For children and adults alike.



Lethal Weapon 3 ****

Exciting action sequences and a funny, well-written script make this film well worth watching.



Star Wars Episode 1: The Phantom Menace ****

Spectacular special effects, a star studded cast along with fast paced action make this the greatest space adventure of all time.



You've Got Mail **

Despite its predictable plot, this is an enjoyable romantic comedy with a happy ending.

Project

- 13 Think of a film which you have recently seen and talk about it, then write a short review. Write about: *type of film, cast, plot, directing, photography and special effects*. Finally make your *recommendation*.

Game: Charades



Think of a film/TV programme. Indicate the number of words in the title, then mime each word. Students try to guess what the title is. The student who guesses correctly becomes the leader and you continue the game.

Future Perfect

Grammar Reference

- 14** Study the sentences. Which is used to describe an action that will be finished before a stated future time? Which is used to emphasise the duration of an action up to a certain point in the future?

He **will have been working** there for more than forty years by the time he retires.

He **will have had** his novel published by the end of the month.

- 15** a. Rachel is thinking about her future. What does she hope she will have done by the time she is thirty years old?

graduate from music college

play in big orchestras

play with other great musicians

become a famous cellist

give concerts around the world

Rachel hopes she will have graduated from the music college by the time she is thirty years old.

- b. What do you think you will have done by the time you are thirty years old?

I hope I will have set up my own business by the time I am thirty years old.

- 16** Use the prompts to make up sentences, as in the example.

1 Helen/play the flute/4 years
By the end of the year, Helen will have been playing the flute for four years.

2 Luke/drive a taxi/6 years

3 Sam/study Computer Science/18 months

4 Stella/work as a florist/2 years

- 17** Look at the newspaper headlines. Which do you think will have happened in twenty years' time?

1 Another huge leap as first man walks on Mars.

I don't think man will have walked on Mars in twenty years' time.

2 GMX announces the invention of the world's first hover car.

3 First woman president of the USA celebrates victory.

4 Scientists claim they can now cure all major diseases.

5 New global currency to be adopted by more than 100 countries.

- 18** Put the verbs in brackets into the future perfect simple or continuous.

1 A: Why don't we meet at the restaurant at 7 o'clock?

B: That's a bit early. I'm not sure if I **1) will have finished (finish)** by then.

2 A: Do you think we should call John and tell him that we're going to be late.

B: No, there's no point. He **2) will have left (leave)** by now.

3 A: Did you hear that Lucy is moving at the end of the month?

B: Really? But by the end of the year she **3) will have been living (live)** in that flat for ten years!

4 A: I think Dave's really looking forward to retiring.

B: I'm not surprised. By the summer he **4) will have been teaching (teach)** for more than thirty years.

Linkers

- 19** Study the sentences. Which of the words in bold show: **contrast?** **positive addition?** **negative addition?** Can you think of other synonymous words?

Neither of the two girls like/likes horror films.

Although he's rich, he isn't happy.

Besides being beautiful she is **also** talented.

- 20** Join the sentences using the words in bold.

1 John has lived here for six months. Sue has ~~lived~~ here all her life. **whereas**
John has lived here for six months, whereas Sue has lived here all her life.

2 The play opens next week. Nick isn't at rehearsal. **despite**

3 The film is excellent. The special effects are stunning. **furthermore**

4 Stuart doesn't play the guitar. Mary doesn't play the guitar either. **neither**

- 14 Explain the task. Read the sentences. Ss do the exercise. Check Ss' answers. Refer Ss to the Grammar Reference Section for more detail.

Answer Key

The first sentence emphasises the duration of an action up to a certain point in the future.

The second sentence describes an action that will be completed before a stated future time.

- 15 a. Explain the task, then read out the example. Ss work in pairs and do the exercise. Check Ss' answers.

Answer Key

Rachel hopes she will have become a famous cellist by the time she is thirty years old.

Rachel hopes she will have played in big orchestras by the time she is thirty years old.

Rachel hopes she will have played with other great musicians by the time she is thirty years old.

Rachel hopes she will have given concerts around the world by the time she is thirty years old.

- b. Explain the task. Ss work in pairs and make up sentences about themselves. Check Ss' performance around the class. Ask individual Ss to present their sentences to the class.

Suggested Answer Key

I hope I will have bought a sports car by the time I am thirty years old.

I hope I will have found a good job by the time I am thirty years old. etc

- 16 • Explain the task and read the prompts. Ss work in pairs and complete the exercise. Check Ss' answers.
• As an extension, ask Ss to make up similar sentences about themselves.

Answer Key

By the end of the year, Luke will have been driving a taxi for six years.

By the end of the year, Sam will have been studying Computer Science for eighteen months.

By the end of the year, Stella will have been working as a florist for two years.

- 17 • Explain the task and read the headlines. Explain any unknown words. Point out that Ss should use the future perfect active or passive forms. Ss work in pairs and give their opinions. Check Ss' performance around the class. Ask individual Ss to give their opinions to the class.
• As an extension, conduct a class survey to find out what Ss think will have happened in twenty years' time. The data can be converted to percentages and represented on a class graph.

Suggested Answer Key

2 *I think they will have invented a hover car in twenty years' time.*

3 *I think that a woman will have been elected president of the United States of America in twenty years' time.*

4 *I don't think scientists will have cured all major diseases in twenty years' time.*

5 *I don't think a global currency will have been adopted by so many countries in twenty years' time.*

- 18 Explain the task. Ss work in pairs and do the task. Check Ss' answers.

Answer Key (See overprinted answers)

- 19 • Read and explain the task. Go through the examples. Ss do the task.
• Elicit similar words from Ss and write them on the board. Ss copy the words into their notebooks.

Answer Key

Neither: negative addition (= neither ... nor, none)

Although: contrast (= in spite of, despite, while, whereas, however)

Besides: positive addition (= as well as, not only ... but also, also, in addition, furthermore)

- 20 Explain the task and ask individual Ss to read out the sentences. Refer Ss to the Grammar Reference Section for further detail. Ss work in pairs and complete the exercise. Check Ss' answers.

Answer Key

2 *Despite the fact that the play opens next week, Nick isn't at rehearsals.*

3 *The film is excellent. Furthermore, the special effects are stunning.*

4 *Neither Stuart nor Mary plays the guitar.*

- 5 *Besides being a very talented actor, he is a good singer.*
 6 *The article was very interesting. However, the writer was a little biased.*

- 21 Explain the task. Allow Ss three minutes to complete the exercise. Check Ss' answers.

Answer Key (See overprinted answers)

- 22 a. Explain the task. Ss work in pairs and complete the exercise. Check Ss' answers.

Answer Key (See overprinted answers)

- b. • Explain the task. Ss identify what type each film is.
 • Read the prompts. Ss work in pairs and make up sentences. Check Ss' performance around the class. Ask individual Ss to read out their sentences to the class.

Suggested Answer Key

Both B and E have exciting stories.

Both D and E have great special effects.

None of the films is a thriller.

All of the films have interesting characters.

Neither A nor F have romantic endings.

A is both an animated and an exciting story.

- 23 a. Explain that this exercise works with Appendix 1 at the back of the book. Go through the letters U, V & W. Explain the task. Ss do the exercise. Check Ss' answers and ask Ss to explain the words in bold. Ss should memorise these phrases.

Answer Key (See overprinted answers)

- 1 *can be used for a particular period of time*
 2 *use too much money doing or buying sth*
 3 *choose sb or sth in a meeting or election*
 4 *deserve sth*
 5 *keep thinking about problems*
 6 *become accustomed to sth*

Appendix 1 (p. 153)

Ss can refer to p.184 of the S's book for the same appendix.

W

- wait for (v) • warn sb against/about/of (v) • waste (time/money) on (v)
 • weak in/at (adj) • wonder about (v) • worry about (v) • worthy of (adj)
 • write to sb (v)

- b. Explain that the phrases in this exercise are taken from the article on pp 148-9. Do item 1 with Ss and then Ss work in pairs and complete the exercise. Check Ss' answers. Then, Ss choose five expressions and make up sentences using them. Alternatively, assign the exercise as written HW. Ss prepare the sentences for the next lesson. Check Ss' answers. Ss should memorise these phrases.

Answer Key (See overprinted answers)

- 5 He is a very talented actor. He is a good singer.
besides
- 6 The article was very interesting. The writer was a
little biased. however

21 Circle the correct word A, B, or C.

- 1 I normally enjoy detective stories, I found that one a bit predictable.
A However (B) Although C But
- 2 Fiona speaks neither Spanish French.
A not B no (C) nor
- 3 Dad always reads the international news and the sports section.
A neither (B) both C either
- 4 Dan doesn't want to move, his house was damaged by the earthquake.
A however B but (C) although
- 5 He's a very talented actor I don't think he's good enough to win the Oscar.
(A) but B and C or
- 6 Andrea loves romantic films, Joe prefers thrillers.
A besides B moreover (C) while
- 7 In to being an excellent journalist, he is also a newsreader.
(A) addition B spite C order
- 8 Which programme do you want to watch? There is the news or a documentary.
(A) either B also C both
- 9 the play's excellent reviews, we didn't enjoy it very much.
(A) Despite B Apart C Whereas
- 10 Although she is best known for her role in the soap opera, she has appeared in some serious dramas.
A more B neither (C) also

Quantifiers

22 a. Underline the correct word.

- 1 The film has both/all a star-studded cast and a very well-written script.
- 2 Claire, Zoe and Carol all tried to get tickets for the concert but none/neither of them had any luck.
- 3 Every/Neither footballer dreams of winning the world cup.
- 4 Both/Each Adam and Joe work at the radio station as sound technicians.
- 5 Neither/Neither of the boys has seen that film yet.
- 6 Paul buys a newspaper all/every day.
- 7 We could watch TV or we could rent a video, every/either is fine with me.

- 8 All/Neither of the people in the audience were clapping and cheering.
- 9 Each/Every of his books has been a bestseller.
- 10 I was surprised that every/none of the major newspapers reported the story.

b. Look at the pictures. Then make up sentences using appropriate quantifiers and the prompts, as in the examples.

- comedy • science-fiction • exciting • thriller
- special effects • characters • romantic
- animated



Both D and E are science-fiction films.
Neither B nor C are comedies/is a comedy.

Prepositions

Appendix 1

23 a. Fill in the correct preposition.

- 1 The ticket can be used on all buses and trains in the city centre and is **valid** **for** one week.
- 2 Paula **wastes** **money** **on** clothes and CDs.
- 3 I didn't **vote** **for** him in the last election but I actually think he's done a good job.
- 4 The film was definitely **worthy** **of** all the awards that it won.
- 5 You shouldn't **worry** **about** things so much. Everything's going to be OK.
- 6 He couldn't **get** **used** **to** working at the station.

b. Fill in the missing preposition, then choose any five phrases and make up sentences using them.

- 1) **on** CD-ROM; 2) the feel **about** sth; 3) to read **on** a computer screen; 4) to think **about** sth; 5) to show interest **in** sth; 6) capable **of** sth; 7) **at** least; 8) lack **of** sth; 9) to exchange sth **for** sth else; 10) to cater **for** sth/sb

Open Cloze

- 24** Read the text below and think of the word which best fits each space. Use only one word in each space. There is an example (0) at the beginning.

HOT OFF THE PRESS

Millions of people 0) *from* all around the world buy a newspaper every day. Some people read a broadsheet 1) *for* its analysis of world events. Others just flick 2) *through* a tabloid for the latest celebrity gossip or to glance 3) *at* the horoscopes or TV listings. Whatever the reason, your paper can provide you 4) *with* all sorts of useful and entertaining information. In the past, newspapers played an even 5) *more* important role, as they helped to improve literacy and encouraged people to fight 6) *for* freedom and human rights.

The concept of newspapers can be traced as 7) *far* back as ancient Rome, where each day handwritten notices would 8) *be* put up around the city and its provinces. They would give news about government decisions, important marriages, births and deaths, and even the results 9) *of* gladiatorial contests. Printed reports of news events started 10) *to* appear in the 16th century, and 11) *by* the late 18th century newspapers were common in Europe and the USA. In fact, many newspapers which are still going strong today, 12) *like* *The Observer* and *The Times* in London, date back to this period. As printing technology has improved, newspapers have 13) *been* able to increase circulation, and now individual newspapers can sell millions of copies. Even 14) *with* the introduction and development of other media, such as TV and radio, newspapers still 15) *play* an important part in our lives.



Phrasal Verbs

Appendix 2

- 25** Fill in the correct form of *take*, *turn* or *stand* and then explain each of the phrasal verbs.

- 1 I disagree with everything he *stands for*. He represents everything I hate.
- 2 It's amazing how much Jack *takes after* his father.
- 3 The radio's a bit loud, could you *turn it down*?
- 4 Rick will be earning a lot more although he'll have to *take on* more responsibility as well.
- 5 She *took up* skiing while she was living in France.
- 6 I'm really proud that he *stands/ stood up for* what he believes in.
- 7 Emma *took over* control of the company when her father retired.
- 8 Do you think Rebecca will *turn up* at the party tonight?
- 9 The company is committed to *turning out* high quality goods at the lowest possible price.
- 10 They had already given him the money before they realised they had been *taken in* by a conman.

- 26** Try to explain the abbreviations. You can use your dictionary.

- 1 Fan mail should be sent *c/o* the TV studios. *care of*
- 2 I didn't have any money so I had to give Tom an *IOU*.
- 3 Helen works as a *PA* for a famous film producer.
- 4 Julia works in the *PR* department.
- 5 Please send an *SAE* with your application form.
- 6 He bought his new TV on *HP*.
- 7 What's the *ETA* of that flight?
- 8 We need to finish this report *ASAP*.
- 9 Simon really enjoys watching *D* programmes but he never *does* anything around the house.
- 10 The new cinema will be opened by a *VIP*.

- 24 • **Pre-Reading:** Ss work in pairs and list five news stories in their country for that week. Then ask each pair to put their news stories in order of importance. Compare Ss' lists around the class.
- Ask Ss to read the title. Elicit/Explain the meaning of the title. (*Hot off the press means that sth has just been published.*) Then ask Ss to skim the text quickly to get the gist.
 - Do item 1 with Ss. Ask Ss to look at the words before and after the gap and then decide on the missing word. (Refer Ss to the tip on p. 24 if necessary.) Ss work in pairs and complete the exercise. Check Ss' answers on the board.

Answer Key (See overprinted answers)

- 1 read sth for
- 2 flick through: phrasal verb
- 3 glance at
- 4 provide sb with
- 5 even + more: for emphasis
- 6 fight for sth
- 7 as far back as
- 8 would be + pp
- 9 the results of sth
- 10 start to + verb
- 11 by + time phrase
- 12 to introduce specific examples
- 13 have been able: present perfect
- 14 even with
- 15 play a part

- **Post Reading:** Ask Ss to find out about the first newspaper in their country (*name, when started, type of newspaper, etc.*). Ss can present their findings in the next lesson.
- As an extension, ask Ss: *What type of writing is it? (an article); Where could it be found? (newspaper, magazine or school book)*

- 25 • Explain that this exercise works with Appendix 2 at the back of the book.
- Ask Ss to think of any phrasal verbs formed with **take**, **turn** or **stand**. Write them on the board. Elicit their meanings by asking Ss to give examples.
 - Do item 1 with Ss. Then, Ss work in pairs and complete the exercise. Check Ss' answers. Ss should memorise these phrasal verbs.

Answer Key (See overprinted answers)

- 1 represent
- 2 resemble, look like
- 3 reduce the volume
- 4 accept
- 5 start a new hobby or sport
- 6 defend
- 7 get control of
- 8 arrive, come
- 9 produce
- 10 deceive

Appendix 2 (p. 154)

Ss can refer to p.188 of the S's book for the same appendix.

Stand

stand by = 1) (tr) support sb, esp in difficulties; 2) (int) be ready for action
stand for = 1) (tr) represent; 2) (tr) tolerate; **put up with**
stand in for = (tr) replace sb temporarily

stand out = (int) be noticeable
stand up = 1) (int) rise to one's feet; 2) (tr) fail to meet
stand up for = (tr) support
stand up to = (tr) resist

Take

take after = (tr) resemble
take away = (tr) remove
take back = (tr) apologise
take for = (tr) identify wrongly
take in = 1) (tr) give accommodation; 2) (tr) make clothes narrower (≠ let out); 3) (tr) fully understand
take off = 1) (tr) remove clothes (≠ put on); 2) (int) (of planes) leave the ground (≠ come down); 3) (tr) imitate
 4) (tr) (of time) take time as a holiday

take on = 1) (tr) undertake work/responsibility; 2) (tr) employ
take out = 1) (tr) remove; 2) (tr) clean (mark, dirt)
take over = (tr) gain control of sth
take to = 1) (tr) begin a habit; 2) (tr) like
take up = 1) (tr) begin a hobby, sport, job; 2) (tr) fill (time, space)
be taken aback = be strongly surprised
be taken in = be deceived

Turn

turn away = (tr) refuse admittance
turn down = 1) (tr) refuse an offer; 2) (tr) reduce loudness (≠ turn up)
turn in = 1) (int) go to bed; 2) (tr) give to the police
turn off = (tr) switch off (≠ turn on)
turn out = 1) (tr) produce; 2) (int) prove to be

turn over = (int) turn to a new page; change the TV channel
turn to = 1) (tr) go to sb for help/advice; 2) (tr) begin (a way of life or doing sth)
turn up = 1) (int) arrive or appear (unexpectedly); 2) (int) (of an opportunity) arise

- 26 • Explain that an abbreviation is a short form of a word that is made by leaving out some letters or by using only the first letter of each word. Explain the task. Ss work in pairs and complete the task. Check Ss' answers.
- As an extension, Ss can write down as many other abbreviations as they can. Write these abbreviations on the board. Allow Ss two minutes to explain as many of the abbreviations as they can. The S with the most correct answers is the winner.
 - Alternatively, Ss can list similar abbreviations in their own language. Ss can then compare the abbreviations.

Answer Key

- 2 I owe you (a written promise to pay sb some money)
- 3 Personal Assistant
- 4 Public Relations
- 5 self-addressed envelope
- 6 hire purchase (a way of buying sth by paying it off in regular instalments)
- 7 estimated time of arrival
- 8 as soon as possible
- 9 do-it-yourself
- 10 very important person

- 27 • **Pre-Reading:** Do a class survey and ask Ss how much time they spend watching TV every day. Put the information together and calculate the percentages. Then, draw a class graph of the class' TV viewing habits. As an alternative, do a similar survey to find out what TV programmes the Ss like to watch.
- Explain that the words in capitals are the stem from which the missing words are formed. Read the text aloud up to the example. Elicit that **addiction** is a noun. Continue with item 1. Elicit what the missing word is by asking questions: *Is it a verb?* (No, the first verb is 'suggest'.); *Is it an adverb?* (No, it isn't. It doesn't describe a verb.); *Is it an adjective?* (Yes, it is. It comes before the noun and describes/gives more information about the noun.); *What is the missing word?* (National) Write the answer on the board. Repeat the process for the rest of the items in the exercise.
 - When the Ss have finished the exercise, choose individual Ss to read the text aloud.
 - Remind Ss of the table they started in Unit 1. Draw the table on the board and complete the table accordingly by eliciting answers from Ss. Ss copy the

VERB	NOUN (person)	NOUN (abstract)	ADJECTIVE	ADVERB
–	addict	addiction	addictive	–
nationalise	–	nationality; nation	(inter)national	(inter)nationally
–	–	certainty	certain	certainly
research	researcher	research	–	–
favour	–	favour	favourite; favourable	favourably
believe	believer	belief	(un)believable	(un)believably
regulate	–	regulation	regular	regularly
–	–	majority	major	–
entertain	entertainer	entertainment	entertaining	–
–	digit	–	digital	–

completed table into their notebooks.

Answer Key (See overprinted answers)

- **Post Reading:** Ask Ss to write a review of their favourite TV programme. Alternatively, Ss can write notes about an imaginary TV programme that they would like to watch. Ss should write about the characters, the actors they would like to see in it, the setting, the main storyline, etc.
- 28 Explain the task. Ss do the exercise. Remind Ss that the second sentence must contain the same meaning as the first. Ss complete the exercise. Check Ss' answers and ask Ss to identify the grammatical/lexical structure being tested.

Answer Key (See overprinted answers)

- 29 • Explain the task. Ss do the exercise. Check Ss' answers. Ss explain the idioms.

Answer Key (See overprinted answers)

- 1 do or say sth without planning it beforehand
- 2 attract sb's attention
- 3 reject sth because one thinks it is not good enough for them
- 4 be good at noticing or judging sth
- 5 believe oneself to be superior to sth

- 6 be ready and eager to listen to sth
- 7 sth is not as simple as it seems to be
- 8 inexperienced
- 9 pay too much
- 10 right in front of you

- As an extension, allow Ss two minutes to think of as many other idioms with facial features as possible. Elicit idioms and write them on the board. Ss copy them into their notebooks.

Suggested Answer Key

be the apple of one's eye: a cherished person or object

believe one's eyes: believe what one sees

believe one's ears: believe what one hears

have eyes in the back of one's head: have the ability to know what happens when one's back is turned

see eye to eye: agree fully

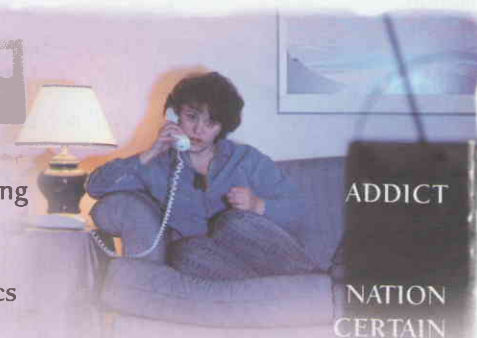
- As an extension, ask Ss to write down similar idioms in their own language and explain them in English.

Word Formation

- 27 Use the words in capitals to form words that fit in the text below. There is an example (0) at the beginning.

CAN'T GET enough TV

Is TV 0) **addiction** becoming Britain's new problem? New figures from the 1) **National** Office of Statistics 2) **certainly** suggest that this might be the case. Their 3) **researchers** have found that watching TV is the nation's 4) **favourite** pastime. Britons on average, watch an 5) **unbelievable** amount of TV each week. The 6) **worst** couch potatoes 7) **regularly** watch more than six hours of TV every day. The 8) **majority** of these people enjoy soap operas, 9) **entertaining** series and game shows and can't wait for 10) **digital** TV with all the new channels it will offer.



ADDICT
NATION
CERTAIN
RESEARCH
FAVOUR
BELIEVE
BAD
REGULAR
MAJOR
ENTERTAIN
DIGIT

- 7 The article she is writing will be finished by three o'clock.

have She **will have finished writing** the article by three o'clock. (future perfect + -ing form after the verb 'finish')

- 8 I don't think John is still at work.

will I think John **will have left work by** now. (future perfect simple)

Idioms & Fixed phrases

- 29 Fill in **eye(s)**, **ear(s)** or **nose** and then explain what each of the phrases in bold means.

1 We haven't planned what we're going to do, we'll just **play it by ear**.

2 Shall we get the bill? I'll try and **catch the waiter's eye**.

3 Apparently Mark offered to lend her his old car but she **turned her nose up** at the idea.

4 Kate's house is beautifully decorated; she **has a really good eye for colour**.

5 It felt like Pete **was looking down his nose at** us because he thinks he's more intelligent.

6 When I told her how I might be able to get her a ticket to the concert, she **was all ears**.

7 I don't know exactly what happened but I think **there's more to it than meets the eye**.

8 It's Neil's first real job and he's still a bit **wet behind the ears**.

9 He's thinking about moving, he has a great flat but he's **paying through the nose** for it.

10 I looked everywhere for my glasses only to find they were **under my nose** all the time.

Key Word Transformations

- 28 Complete the second sentence using the word in bold. You must use between two and five words including the word given. Don't change the word given.

- 1 Do you think Frank is going to come tonight?

up Do you think Frank **is going to turn up** tonight? (phrasal verb: turn up)

- 2 Disney Studios produce a fantastic animated film every couple of years.

out Every couple of years **Disney Studios turn out** a fantastic animated film. (phrasal verb: turn out)

- 3 Chloe was completely fooled by the practical joke they played on her.

taken Chloe **was completely taken in by** the practical joke they played on her. (passive form + phrasal verb: take in)

- 4 We enjoyed the film even though it got poor reviews.

spite We enjoyed the film **in spite of the/its poor** reviews. (linker: in spite of + noun)

- 5 Jim has known how to drive since last August.

driving By next August, Jim **will have been driving for** one year. (future perfect continuous)

- 6 Sally was the only one who didn't enjoy the film.

apart Everyone **enjoyed the film apart from** Sally. (linker)

Listening & Speaking skills

30 Listen and match the days to the events. There is one event which you do not need to use.

- A On this day you can watch old films.
- B On this day you can visit an art exhibition.
- C On this day you can see a musical.
- D On this day you can hear a concert on the radio.
- E On this day you can buy handmade products.
- F On this day you can meet a famous writer.

- | | |
|---------------|--------------|
| 1 B Tuesday | 4 A Friday |
| 2 E Wednesday | 5 D Saturday |
| 3 F Thursday | |

31 a. Look at the pictures and in pairs discuss the following.



- 1 What do you think the pictures show? How do you know?
- 2 What do you normally do in these places?
- 3 When was the last time you went to one of these places? Talk about your experience.
- 4 Which of these places would you take a visitor from another country? Why?

1 A: I think picture A shows inside a theatre.
B: That's right. There are actors on stage.

b. Describe the pictures.

Picture A shows a theatre. There are actors in costume. They are on the stage. It looks like the play is set in an office.

c. Think of questions that match the answers.

- | | |
|-----------------|---------------------------------------|
| cinema | 1 I'd love to. / Not really. |
| musical | 2 No, not at all. / Yes, I love them. |
| art exhibitions | 3 It depends. / I do, actually. |
| concert | 4 Yes, I have. / No, but I'd love to. |

1 Would you like to go to the cinema?

d. You and your friend want to go out somewhere. Use the prompts in part c and the useful language to act out dialogues.

Useful Language

How about ...?	What do you think of ...?
Would you prefer ...?	Why don't we ...?
Shall we ...?	Do you fancy ... -ing?

A: How about going to the cinema?

B: Why not? Is there anything good on?

A: Well, not really.

B: In that case, why don't we go to ... etc

32 Listen and mark the sentences Yes or No.

- | | YES | NO |
|---|-------------------------------------|-------------------------------------|
| 1 Angela thinks that the news should be censored. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2 Bernard disagrees that violent scenes should be shown later at night. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 3 Angela thinks children copy what they see on TV. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4 The rating system only tells people how violent a programme is. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

33 a. Describe the pictures. How do they make you feel?



The first picture shows a car exploding. ...

b. In pairs, discuss the following:

- Should the news show violent scenes?
- Does violence in the media have an effect on children? What effect could it have on them?

34 Listen and fill in the instructions leaflet.

Safety Instructions for Natural Disasters

EARTHQUAKE

- Protect yourself under a 1 table or bed.
- Be sure to cover 2 your head.
- Carry a 3 whistle with you.

HURRICANE

- Board up all the 4 windows.
- Take shelter in the 5 basement.
- Keep supplies such as 6 candles bottled water and tinned food.

FLOOD

- Wear clothing that is 7 waterproof.
- Climb onto your 8 roof and wait to be rescued.

- 30 • **Pre-Listening:** Read out the prompts. Ss try to guess what the script is about.
- Play the cassette. Ss do the exercise. Play the cassette again, pausing after each event and eliciting the answer from Ss. Check Ss' answers.
 - As an extension, ask Ss where this could be heard (*a local radio station*). Alternatively, ask Ss to make up similar announcements about their local town/ community.

Answer Key (See overprinted answers)

- 31 a. Read and explain the task. Read the questions. Ss work in pairs and complete the task. Check Ss' performance around the class. Ask some pairs to present their answers to the class.

Suggested Answer Key

- 1 A: I think picture B shows inside a cinema.
B: That's right. I can see the seats and the popcorn.
A: I think picture C shows an art gallery.
B: That's right. There are paintings on the walls.
A: I think picture D shows a circus.
B: That's right. There are acrobats in the ring.
- 2 I would watch a play at a theatre.
I would watch a film at a cinema.
I would see acrobats, clowns and animals at a circus.
I would see paintings and sculptures at an art gallery.
- 3 I last went to the theatre two months ago. The play was wonderful, and the actors were superb.
- 4 I would take a visitor to an art gallery so that they could appreciate my country's famous artworks.

- b. Ss work in pairs and describe the pictures. Monitor Ss' performance around the class. Check Ss' answers.

Suggested Answer Key

Picture B shows a cinema. There are two people inside. They are eating popcorn and watching the film. They seem to be enjoying it. **Picture C** shows an art gallery. There are paintings on the wall and two people looking at them. They seem to be studying the paintings carefully. **Picture D** shows a circus. There are four acrobats in the middle and another person standing behind them. The pose looks very difficult.

- c. Explain the task. Explain that Ss must think of questions that match both answers. Ss work in pairs and do the task. Check Ss' performance around the class. Ask some pairs to read out their exchanges in front of the class.

Suggested Answer Key

- 2 Do you like musicals?
- 3 Do you like going to art exhibitions?
- 4 Have you ever been to a concert?

- d. Explain the task and read the useful language box. Ss work in pairs and complete the task. Check Ss' answers around the class. Ask some pairs to act out their dialogues in front of the class.

(Ss' own answers)

- 32 • **Pre-Listening:** Elicit from Ss what the news on TV usually contains.
- Explain the task. Read the sentences and explain any unknown words. Explain that for some items, the Ss will not hear exactly the same words in the listening task, but that the meaning is the same. Play the cassette. Ss do the exercise. Check Ss' answers by playing the cassette again with pauses.

Answer Key (See overprinted answers)

- 33 a. Explain the task. Ask Ss to look at the pictures. Elicit useful vocabulary and write it on the board. Ss work in pairs and describe the pictures. Check Ss' performance around the class. Ask individual Ss to describe the pictures in front of the class.

Suggested Answer Key

... in a city street. The car looks like a limousine. There are red flames and black smoke. People are running away. They look frightened. The picture makes me feel shocked and frightened. The second picture shows people fighting outside. Some people are carrying flags. Other people seem to be standing and watching the people who are fighting. In the background, there is a large building. Perhaps it is a stadium. The picture makes me feel uneasy.

- b. Explain the task and read the questions. Ss work in pairs and answer the questions. Check Ss' performance around the class, helping where necessary. Ask some pairs to act out their dialogues in front of the class.

Suggested Answer Key

- A: Do you think the news should show violent scenes?
B: Yes, I do. I think the news should show the truth about what is happening in the world, even if it is violent.
A: Oh no. I don't think that they need to show everything on the news. There are some things that I just don't want to see in my living room.
- A: Does violence have an effect on children?
B: Yes it does.
A: What effect does it have?
B: Well, I think that children see violence around them and on TV and they copy it. That makes the children violent. What do you think?
A: Well, actually, I disagree with you. I think that children might watch violence on TV and that they might even copy it when they play games. However, I think that the violence that they see will often scare children. Besides, I think that children know the difference between good and bad behaviour.

- 34 • **Pre-Listening:** Ss look at the three disasters and think of a safety instruction for each.
- Explain the task. Read out sentences 1 to 8 and ask Ss to guess what information is missing. Explain that this is a note-taking exercise and that Ss need to listen carefully for the key points. Remind Ss that they should not write any more than three words in any gap.
 - Play the cassette. Ss do the exercise. Play the cassette again so that Ss can check their answers. Ask Ss to make sure that their answers fit the meaning and structure of the sentence. Check Ss' answers by playing the cassette again with pauses.

Answer Key (See overprinted answers)

- As an extension, Ss could make a poster showing what to do in case of a natural disaster.

Tapescript for Exercise 30 (p. 156) → See p. 158(T)

Ss can refer to p.214 of the S's book for the same tapescript.

Tapescript for Exercise 32 (p. 156) → See p. 158(T)

Ss can refer to p.214 of the S's book for the same tapescript.

Tapescript for Exercise 34 (p. 156) → See p. 158(T)

Ss can refer to pp.214-215 of the S's book for the same tapescript.

- 35 Explain the task. Ss identify the objects in the pictures. Elicit useful vocabulary from Ss and write it on the board (*I definitely think, you're right, no, we won't*). Ss work in pairs and complete the task. Check Ss' performance around the class.

Suggested Answer Key

- A: *What else do you think we would need in case of an earthquake?*
 B: *I definitely think that we would need a whistle. Then, we would be able to whistle for help if we get stuck. What do you think?*
 A: *You're right. We would also need a torch in case there is no electricity.*
 B: *Yes. We wouldn't need a cool box, though. We wouldn't need to keep things cool.*
 A: *No, but we would need a mobile phone. Then, we could call for help if we needed it.*
 B: *Yes, we would definitely need a mobile phone. What about a rope?*
 A: *No, we won't need a rope or a fishing vest.*
 B: *You're right. And we definitely won't need any money. Do you think we will need any tins of food.*
 A: *Perhaps we would if the local shops were damaged and we couldn't buy any food.*

- 36 a. Explain the task. Play the cassette. Ss do the exercise. Check Ss' answers.

Answer Key (See overprinted answers)

- b. Explain the task. Ss work in pairs and do the task. Check Ss' answers.

Answer Key

Phrases which pass on gossip: *Did you hear that...; Guess what!; I've got the most amazing news. You'll never believe it...
 Phrases which respond to gossip:* *Are you sure?; No, really!; Tell me. I won't tell a soul.*

- c. Model a dialogue with a S. Then, Ss work in pairs and act out their dialogues. Monitor Ss' performance around the class. Ask several pairs to act out their dialogues in front of the class.

Suggested Answer Key

- A: *I've got the most amazing news. You'll never believe it when I tell you! Tania is going to have a baby.*
 B: *No, really? That's fantastic!*
- A: *Did you hear that Tony is going to appear on a TV quiz show?*
 B: *Are you sure?*

- 37 Explain the task. Play the cassette, pausing after each exchange to allow Ss to do the task. Check Ss' answers. Play the cassette again and then Ss read out the dialogues.

Answer Key (See overprinted answers)

- 38 a. Explain the task. Play the cassette. Ss answer the question. Check Ss' answers.

Answer Key (See overprinted answer)

- b. Explain the task. Ss work in pairs and complete the task. Check Ss' answers by asking some Ss to read the dialogue aloud in the correct order.

Answer Key (See overprinted answers)

- c. Explain the task and read the prompts. Model a dialogue with a S. Then, Ss work in pairs to act out the dialogues. Monitor Ss' performance around the class. Ask some pairs to act out their dialogues in front of the class.

Suggested Answer Key

- A: *Hi Jim, it's Pete here. Listen, do you still want to go to the library this afternoon?*
 B: *Hi Pete. Erm yes, if you do.*
 A: *Great! Where shall we go?*
 B: *Well, there's one in the town centre.*
 A: *Alright. We'll go there, then.*
 B: *What time shall we meet?*
 A: *How about 3pm?*
 B: *That's fine. Where?*
 A: *We could meet outside.*
 B: *OK. See you there.*
- A: *Hi Ann, it's Janet here. Listen, do you still want to go to the cinema this evening?*
 B: *Hi Janet. Erm yes, if you do.*
 A: *Great! Where shall we go?*
 B: *Well, there's the Odeon on Shelley Road.*
 A: *Alright. We'll go there, then.*
 B: *What time shall we meet?*
 A: *How about 8 o'clock?*
 B: *That's fine. Where?*
 A: *We could meet in the café over the road.*
 B: *OK. See you there.*
- As an extension, Ss could act out similar dialogues about their own town.

- 39 a. Explain the task. Play the cassette. Ss answer the question. Check Ss' answer.

Answer Key (See overprinted answer)

- b. Explain the task. Ss do the task. Check Ss' answers by asking some Ss to read the completed dialogue aloud.

Answer Key (See overprinted answers)

- c. Explain that Ss need to follow the conversation plan to complete the task. Read the plan. Model a dialogue with a student. Then, Ss work in pairs to act out their own dialogues. Monitor Ss' performance around the class. Then ask some pairs to act out their dialogues in front of the class.

Suggested Answer Key

- A: *Hi Stella. I'm calling about going shopping this afternoon. I'm afraid I can't make it.*
 B: *Oh no. What's the matter?*
 A: *My mum has asked me to help her out this afternoon.*
 B: *I see. Well, another time, then.*
 A: *Yeah. How about tomorrow?*
 B: *No problem.*

- 35 Look at the pictures and, in pairs, decide which of the following are needed in case of an earthquake giving reasons.



A: I think the most important thing to have is a torch.
B: You're right. This will help us ... We would also need ...

Gossip

- 36 a. Listen to the dialogues. Which is about: someone the speakers know? (1st & 3rd) a famous person? (2nd)
- b. Read the dialogues. Which of the phrases in bold: passes on gossip? responds to gossip? In pairs, act out the dialogues.
- A: Did you hear that Katie won a new car?
B: Are you sure?
 - A: **Guess what!** The lead singer of Soundbytes is buying a house near here.
B: **No, really?** That's fantastic!
 - A: I've got the most amazing news. You'll never believe it when I tell you! But you didn't hear it from me.
B: Tell me. I won't tell a soul.
A: Peter and Janet are finally getting married!
- c. In pairs, use the phrases in bold to gossip about:
- a friend of yours who is going to have a baby.
 - a neighbour who is going to appear on a TV quiz show.

Intonation (Word Stress)

- 37 Listen and underline the stressed word. Listen again and repeat.

- A: You'll never believe what happened. Stacey just got fired!
B: No, really?
- A: Don't tell anyone I told you, but I saw Jim cheat on the test.
B: I won't say a word.
- A: Did you hear about Al? He's moving away.
B: Are you sure?

Making arrangements

- 38 a. Listen to the dialogue. What time are the speakers going to meet? **At six o'clock.**
- b. Match the exchanges to form a dialogue.

- | | | | |
|-----|--|---|-------------------------------------|
| 1 c | Hi Joanne, it's Rachel here. Listen, do you still want to go to an Internet café this afternoon? | a | Well, there's one in Church Street. |
| 2 a | Great! Where shall we go? | b | What time shall we meet? |
| 3 b | Alright. We'll go there, then. | c | Hi Rachel. Erm yes, if you do. |
| 4 e | How about six o'clock? | d | Okay. See you there. |
| 5 d | We could meet at the bus station. | e | That's fine. Where? |

- c. Use the prompts to act out similar dialogues.

- library/in the town centre/3pm/outside
- cinema this evening/the Odeon on Shelley Road/8 o'clock/in the café over the road

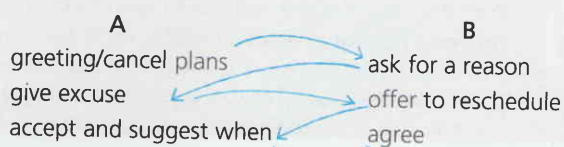
Making excuses

- 39 a. Listen to the dialogue. Where had Danny planned to go? **To the cinema.**

- b. Read the dialogue and fill in the missing phrases.

- A: Hi, Danny. I'm calling about going to the cinema tomorrow night. 1) **I'm afraid** I can't make it.
B: Oh no. What's 2) **the matter**?
A: Well, to be honest I'd forgotten that I promised I would babysit for my sister.
B: I see. Well, 3) **another** time, then.
A: Yeah. 4) **How about next** Friday?
B: No problem.

- c. Take roles and act out a similar dialogue.



Robinson Crusoe



Daniel Defoe (1660-1731) was an important English author, who many consider to be one of the founders of the English novel. During his lifetime, he published some 200 works of **non-fiction** and 2000 short essays as well as his novels and other **works of fiction**. His many works reflect his own varied interests and experiences. After he left university, he became involved in **trade and politics**, and travelled widely in Europe, publishing his first poem in 1701. His most famous novel, *Robinson Crusoe*, was published in 1719, when he was 60 years old, and was partly based on the **memoirs** of travellers and **castaways**. *Robinson Crusoe* is about a young Englishman who dreams of going to sea. When his father refuses to let him make even one journey, he runs away to sea. A terrible shipwreck occurs and Crusoe ends up on a **desert** island. With a few supplies from the shipwreck, he builds a house, a boat and a new life. Crusoe has many adventures, and even rescues a native who eventually becomes his servant, Man Friday. Twenty-seven years after the shipwreck, Crusoe is finally rescued.

ST'S CD
track 15

The Earthquake

I had found a cave to live in and had spent three or four months building a wall around its entrance. It meant that I had to enter my home by using a ladder, but at least I would be safe from the wild animals and any other
5 creatures which may live on the island.

When I had finally finished building, I **pitched my tent** in the space between the cave mouth and the wall and felt very comfortable and content. However, this feeling did not last long. The very next day, when I was busy in my new
10 home, just inside the entrance to the cave, I saw some earth falling from the roof of my cave, and I heard two of the supporting posts, which I had put up, make a frightening, cracking noise. I was afraid that the roof of the cave was about to fall in and **bury me alive**, so I ran to
15 my ladder and climbed over the wall to get clear of any falling rocks which might roll down the hill.

The moment I stepped down onto the ground, I realised that a terrible earthquake was taking place. The ground I was standing on **shook** three times, with a pause of about
20 eight minutes between each **tremor**. The shaking was so strong that it would have brought down the strongest building in the world. Huge waves were crashing on the **shore** and making a terrible noise as the earthquake shook the water. I think that the shocks must have been stronger
25 under the water than they were on land.

The experience frightened me so much that I was stunned, and could do nothing but stare around me. I felt sick from the shaking of the earth, as if I was in a boat on a rough sea. Then, suddenly, I heard a crash as rocks fell from the hill,
30 and I was filled with fear. I was worried that my months of work would have been destroyed in a few minutes and that

my few **belongings** would be destroyed. This thought made me so sad that I felt **my heart sink in my chest**.

I sat on the ground until I was sure that the earthquake
35 had stopped. When there was no shaking for some time, and it seemed that my wall had not been damaged by the earthquake, I began to feel my courage returning. However, I was still afraid to go back into my cave in case the roof **collapsed** on top of me. I did not know what to
40 do.

As I sat there, the sky became grey and rain clouds gathered overhead. The wind began to blow, and grew stronger and stronger, until, in no more than half an hour, a dreadful hurricane was blowing. The sea was rough, and trees were being pulled up by their roots. It was a terrible storm. After three hours, the wind dropped and the rain started. Through all this, I stayed sitting on the ground, afraid to move.

Suddenly, I realised that this strange weather must be a
45 result of the earthquake and therefore, it must mean that the earthquake was over. If I was right, then it was safe to return to my cave. I felt happier at this thought, and went and sat in my tent, where I could **shelter** from the rain. However, my tent was being beaten so hard by the storm
55 that I was forced to go into my cave, although I was still nervous and unsure about the safety of the roof.

After some time, I began to feel calmer. There had been no more shaking, but I had made a new plan. If earthquakes happened often on this island, then I would
60 have to build a new home. A cave was not a safe place to live. This time, I would make a hut, **surrounded by** a wall, and I would live there without fear.

Tapescript for Exercise 30 (p. 156)

Ss can refer to p.214 of the S's book for the same tapescript.

Tuesday

As part of a special programme of events, Millford Art Centre brings you an exhibition of some of the finest local artwork produced in the last century. This week, you can view work by a different artist every day, including a display of original paintings and sculptures by Millford's own David Thornby, on Tuesday. For a full programme, visit the Art Centre in Sanding Road, or call us on 01432 678439.

Wednesday

The Millford Annual Arts and Crafts Fair will be held in the Town Hall on Wednesday from 10 am until 5pm. There will be a variety of stalls selling quality handmade goods to suit all tastes, including clothing, ornaments, jewellery and toys. Homemade refreshments will also be available throughout the day. The entrance fee is £1 for adults, and 50 pence for children, senior citizens and students.

Thursday

Come along to Milestones Bookshop in Millford Shopping Centre this Thursday and you will have the chance to meet the author of this year's best-selling novel: *Summer Skies*. For one day only, Helen Blake will be in the store, reading extracts from her book and signing copies for every customer as part of a three-month promotional tour. She will also be taking part in a question and answer session, so you can find out all you need to know about the author and her work. Milestones will be open from 9 am until 6 pm.

Friday

Movie lovers won't want to miss Friday's unique programme at the Odeon Cinema. Three Alfred Hitchcock favourites will be playing in an afternoon of classic thrillers. *The Birds* will be shown at 2 pm, followed by *Psycho* at 4 pm and *Vertigo* at 6 pm. View the movie of your choice for the special price of £2.50, or, if you dare, see all three for just £5!

Saturday

If you didn't manage to get tickets to see Soundbytes live at Millford Stadium, then you'll be pleased to know that you don't have to miss out on the biggest musical event of the year! We'll be bringing the concert live to your living room on Saturday night. Tune in to Millford FM at eight o'clock, and turn up the volume for an evening of live entertainment and incredible music. 96 – 98FM.

Tapescript for Exercise 32 (p. 156)

Ss can refer to p.214 of the S's book for the same tapescript.

Angela: Turn that off Bernard! That's not suitable for the children to see.

Bernard: But I'm only watching the news.

Angela: I don't care what it is. It's too violent.

Bernard: Yes, you're right, but I suppose it's a sign of the times we're living in. We live in a violent world and so it's only logical that there will be scenes showing violent events on the news.

Angela: Yes, but I don't want to see it. They should cut those bits out.

Bernard: Now you're talking about censoring the news. We don't want to do that, Angela. Journalists have a moral responsibility to report the truth. If we allow them to distort the truth or change the facts just because it may offend or upset some people then we will be asking for trouble.

Angela: That may be so but they shouldn't show such violence early in the evening when there is the possibility that young children may be exposed to it. They could simply report the news and then show the pictures on a later edition.

Bernard: That's a good idea. You know some people say that if children are exposed to violence in the media they develop aggressive behaviour. They say this is why there is so much violence in our society. The violence in society is reflected by the media and shown on TV. Children see it and copy it, and so we have a vicious circle.

Angela: I think they're right. Parents have to be responsible and make sure their children don't watch violent programmes.

Bernard: That's why we have a rating system so people know before a film or TV programme starts what age group it is suitable for and whether it contains violence or sex or bad language.

Angela: Yes, but I don't expect the news to be X-rated!

Tapescript for Exercise 34 (p. 156)

Ss can refer to pp.214-215 of the S's book for the same tapescript.

A: Guess what, Dad! I got an A on my Geography project.

B: Well done! What did you end up doing your project on?

A: You remember, it was all about what we should do in case of a natural disaster.

B: Oh yes, that's right. It was all about floods and earthquakes, wasn't it?

A: ... and hurricanes.

B: Ok, so tell me, what should I do in an earthquake?

A: Well, the best thing to do is to get under a table or a bed and cover your head, in case there is any falling glass. Oh yes, and if you live in an area where there are a lot of earthquakes you should make sure you carry a whistle with you so that you can whistle for help if you get stuck.

B: That makes sense, but what about a hurricane?

A: There is usually some warning when a hurricane is coming so you must board up all your windows and go to the basement. You should also make sure that you have a supply of candles, bottled water and tinned food, just in case you have to stay down there for a while.

B: Ah ha, I see. And what should I do if there is a flood? Keep a boat in the garage, just in case?

A: Come on Dad, this is serious. You should make sure you wear waterproof clothing so that you won't get too wet while you are waiting to be rescued. Then, you must get as high up as you can, like on the roof of your house or the top of a hill.

B: Well, I am impressed, you obviously did a lot of work for this project. You deserve a good grade. You know, I'm really glad there's *someone* in the family who knows what to do in case of an emergency!

- 40 a. • Read out the title of the novel and elicit ideas from Ss about the content.
• Ss read the biography and answer the questions.

Answer Key

- *Robinson Crusoe came from England.*
 - *His father refused to let him make a sea voyage.*
 - *He was shipwrecked.*
 - *On a desert island.*
 - *For twenty-seven years.*
- b. Read the question. Ask Ss to look at the picture and to imagine that they are on the island. Brainstorm with the class and list the problems that Robinson Crusoe might have experienced on the board.

Suggested Answer Key

I think he would have been lonely. He would not have been able to make clothes. It would have been difficult to find and prepare foods. It would have been difficult for him to build a house. He would have had problems when he was ill. etc

- 41 a. Explain the task. Read the prompts and explain any unknown words. Play the cassette. Ss do the exercise. Check Ss' answers by playing the cassette again with pauses. Then ask Ss to look at the sounds again and underline those that they would expect to find in the story.

Answer Key (See overprinted answers)

- b. Play the cassette. Ss follow silently and check whether their guesses were correct. Check Ss' answers.

Answer Key

*supporting posts making a cracking noise
huge waves crashing
rocks rolling down a hill
wind blowing
raining*

- 42 • Explain the task. Allow Ss some time to read the extract and complete the task. Check Ss' answers.
• Ask Ss to explain the words in bold by giving synonyms, antonyms or examples.

Answer Key (See overprinted answers)

- 43 a. Explain the task. Allow Ss some time to re-read the extract and find the words. Check Ss' answers.

Answer Key

<i>doorway: entrance</i>	<i>drop: sink</i>
<i>put up: pitched</i>	<i>nerve: courage</i>
<i>satisfied: content</i>	<i>fell down: collapsed</i>
<i>dirt: earth</i>	<i>pounded: beaten</i>
<i>astonished: stunned</i>	

- b. • Explain the task. Ss do the task. Check Ss' answers.

Answer Key (See overprinted answer)

- As an extension, ask Ss to draw another scene from the extract. This can be put on the wall to form a Robinson Crusoe mural.

- 44 • Explain the task. Ss work in pairs and make a list of the things that happened during the earthquake. Check lists by asking individual Ss to say what happened first? next? after that? etc. Then, Ss work in pairs and describe the event. Monitor Ss' performance around the class. Ask some Ss to report back to the class. Alternatively, do a class chain story to describe the event. One S says one sentence, and the next S continues the description for one sentence. Continue around the class until the description is complete. Finally, Ss answer the questions and give their opinions. Check Ss' answers by asking individual Ss to give their opinions in front of the class.
- As an extension, Ss can draw a plan for Robinson Crusoe's new hut. Alternatively, they can build a model of the hut.

Suggested Answer Key

During the earthquake

- *some earth started falling from the roof of the cave*
- *two of the supporting posts made a cracking noise*
- *the ground shook three times*
- *huge waves were crashing on the shore making a terrible noise*
- *rocks fell from the hill*

After the earthquake

- *the sky became grey and rainclouds gathered*
 - *the wind began to blow and grew stronger*
 - *a dreadful hurricane started blowing*
 - *the sea was rough, and trees were being uprooted*
 - *the wind stopped and the rain started*
 - *Robinson Crusoe went into his cave*
 - *he began to plan for the future*
- A: *First, some earth started falling from the roof of the cave. Then, two of the supporting posts made a cracking noise.*
B: *That's right. And then, the ground shook three times and there were huge waves crashing on the shore. They were making a terrible noise. Then, some rocks fell from the hill.*
A: *Then, after the earthquake, the sky became grey and rain clouds gathered.*
B: *Yes, and after that the wind began to blow and grew stronger and stronger.*
A: *Next, a dreadful hurricane started blowing. The sea was rough, and trees were being uprooted.*
B: *When the wind stopped, the rain started.*
A: *So, Robinson Crusoe went into his cave and began to plan for the future.*
- *I agree with Robinson Crusoe's plan. I think that it is a good idea for him to build a hut that will be safe in all weather conditions. I would do exactly the same in his place.*
 - Remind Ss to practise *Reading aloud* using the CD/cassette. Ss listen to the text and follow the lines. Ss listen again with pauses, then read out from the text.

- 45 Explain the task. Assign the task as written HW. Ss may read their stories aloud in the next lesson.

- As an extension, Ss can do research to find out about famous shipwrecks or shipwrecks in the seas around their country. The information can be collected and presented on a map.
- Alternatively, Ss can read the complete story of Robinson Crusoe and write a book review.

40 a. Read the author's biography and answer the questions.

- Where did Robinson Crusoe come from?
- Why did he run away?
- What happened?
- Where did he end up?
- How long was he there?

b. What problems do you think he experienced on the island?

41 a. Listen and number the sounds in the order you hear them. Which of these would you expect to find in the extract? Why?

- 1 supporting posts making a cracking noise
- 3 huge waves crashing
- 2 thunder
- 4 rocks rolling down the hill
- 6 leaves rustling
- 7 wind blowing
- 5 raining
- 8 lions roaring

b. Read the story and find out if your guesses were correct.

42 Read the extract again and mark the sentences **C** (correct) or **I** (incorrect). Then, explain the words in bold.

- 1 Crusoe built a cave to live in. **I**
- 2 The tremor made the cave crash down. **I**
- 3 Crusoe's belongings were destroyed. **I**
- 4 Crusoe stood near the wall during the earthquake. **C**
- 5 There was a terrible storm. **C**
- 6 Crusoe started to repair the cave. **I**

43 a. Find the words which mean:

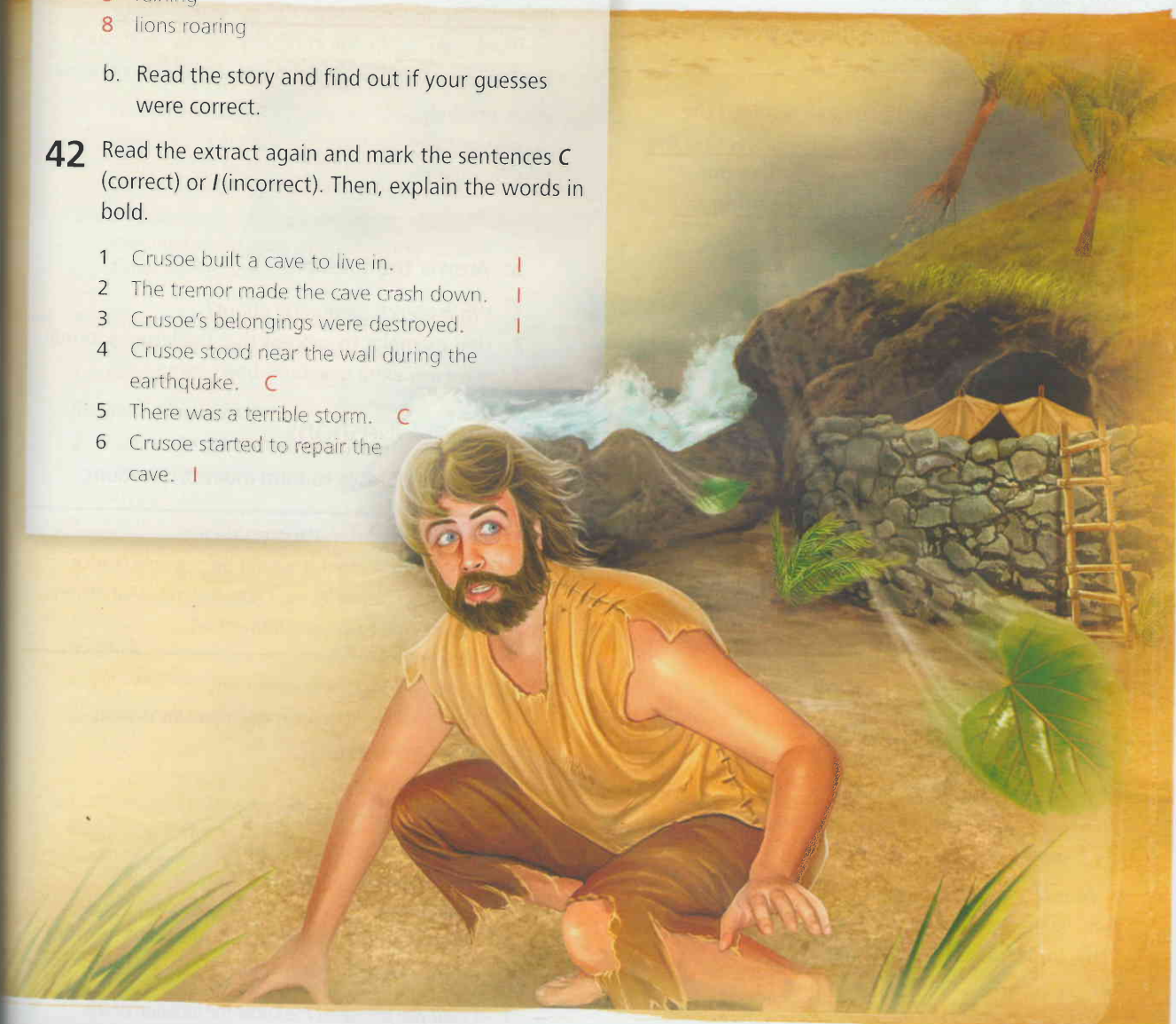
- doorway (l. 2) • put up (l. 6) • satisfied (l. 8)
- dirt (l. 11) • astonished (l. 27) • drop (l. 33)
- nerve (l. 37) • fell down (l. 39) • pounded (l. 54)

b. Underline the paragraph which best matches the picture.

44 Make a list of the things that happened during and after the earthquake. Then, describe the event. Do you agree with Robinson Crusoe's plan? What would you do in his place?

Writing

45 Your local literature club has announced a short story competition. To enter the competition, you have to describe a typical day in the life of somebody who has been shipwrecked on a desert island. Write your story.





We usually write a formal transactional letter to respond to written information in the form of advertisements, letters, invitations, notes etc.

Introduction

In the **first paragraph**, we write our opening remarks and explain the reason for writing the letter.

Main Body

In the **second** and **third paragraphs** we ask questions or give the information required. We always ask our questions in a formal indirect way.

Conclusion

In the **last paragraph** we write our closing remarks. It is important to include all the facts provided in the rubric and the notes. However, we need to rewrite the information in our own words as much as possible. We do not use abbreviations, contracted types or colloquialisms for this type of transactional letter.

Analysing the Rubric

- 46** Read the rubric and underline the key words. Then, answer the questions.

- You are an author and you have received the following invitation. Write a letter accepting the invitation and ask for details regarding the location, time and whether you can bring any guests with you.

Dear Mrs Stephens,

We would be delighted if you would accept our invitation to present the awards at the Book Society's 5th annual awards dinner.

Yours sincerely,
Peter Van De Vere

- What is the written information given?
 - a note
 - (b)** an invitation
 - an advertisement
- What will the letter be about?
 - asking for more information
 - refusing invitation
 - (c)** accepting an invitation and asking for more information
- Who are you writing to?
 - someone you know well
 - (b)** someone you've never met
 - a friend
- Will your letter be formal/informal? Why?
- What questions do you need to ask?

Analysing a Model Text

- 47** a. Read the letter and underline the questions Mrs Stephens asks. Has she included all the points? **Yes.**

Dear Mr Van De Vere,

Thank you for your kind invitation. I would be honoured to present the awards at the Book Society's 5th annual awards dinner. Unfortunately, you failed to mention a few important details.

Firstly, I would be grateful if you could let me know the exact date of the event, so that I can rearrange my schedule. I assume that you are holding the event at the Regency Hotel in London, as you did last year. However, I would be grateful if you could let me know if the location has changed. I also need to know what time the event starts.

In addition, I was wondering if it would be possible to bring my daughter as my guest. Finally, I would like to mention that I am a strict vegetarian, therefore I would be grateful if you could let me know whether there will be any vegetarian dishes on the menu.

Thank you again for choosing me to host such a worthwhile event. I am looking forward to it immensely.

Yours sincerely,

Jane Stephens
Jane Stephens

- b. Answer the questions.

- What is each paragraph about?
- Find examples to suggest that the letter is formal.
- Have any extra questions been asked?

Indirect Questions

- 48** a. Use the phrases to form indirect questions.

- I would be grateful/appreciate it if ...
- I was wondering if it would be possible (to/for) ...
- Could you please let me know/tell me (if/whether) ...
- I would like to know (if/whether) ...

- Where is the awards ceremony?
Could you please let me know where the awards ceremony will be held?
- Where is my seat?
- What time is the last train?
- Should I bring my own supplies?
- Can I park my car nearby?

- b. Rewrite the formal indirect questions in other words, as in the example.

- Could you please let me know the location of the awards ceremony?*

- 46 • Read out the tip and explain any points that Ss have difficulty with.
- Read out the rubric. Ask Ss to underline key words. Check Ss' answers. Then, go through the questions and elicit answers from Ss.

Answer Key (See overprinted answers)

Suggested Answer Key

- 4 The letter will be formal because we are writing to someone we have never met. Also, it is a letter in response to a formal invitation.
- 5 Where will the dinner be held? When will the dinner be held? Can I bring a guest?
- 47 a. Explain the task. Allow Ss some time to read the letter and underline the questions. Check Ss' answers. Then ask Ss to answer the question. Check Ss' answers.

Answer Key (See overprinted answers)

- b. Explain the task. Ss work in pairs and complete the task. Check Ss' answers.

Suggested Answer Key

- 1 The **first paragraph** accepts the invitation, and gives the reason for writing. In the **second paragraph** Mrs Stephens asks about the exact date, the location and the time. The **third paragraph** is about the menu and whether she can bring a guest. In the **last paragraph** she thanks them again and writes her closing remarks.
- 2 **Formal phrases:** "I would be honoured to", "Could you please let me know", "I would be grateful if you could let me know", "I was wondering if it would be possible to", "I would like to mention that".
- 3 An extra question has been asked: ... I would be grateful if you could let me know whether there will be any vegetarian dishes on the menu.
- 48 a. Explain the task and read the useful vocabulary box. Ss do the exercise. Check Ss' answers around the class.

Suggested Answer Key

- 2 I would like to know where my seat is.
- 3 I would be grateful if you could inform me what time the last train leaves.
- 4 I was wondering if it would be possible for you to tell me whether I should bring my own supplies.
- 5 I would appreciate it if you would let me know whether I can park my car nearby.
- b. Explain the task. Ss complete the task. Check Ss' answers around the class.

Suggested Answer Key

- 2 I was wondering if it is possible for you to tell me where my seat is located.
- 3 Could you tell me the departure time of the last train?
- 4 I would appreciate it if you would give me some information about the supplies we should bring.
- 5 I would be grateful if you could let me know whether parking is available nearby.

- 49 a. Explain the task and read out the indirect questions and prompts. Ss work in pairs and do the task. Check Ss' answers.

Answer Key (See overprinted answers)

Suggested Answer Key

- How much do front row seats cost?
- Would you like to come to the concert next Saturday night?
- Will you accept these backstage passes and signed CDs as compensation for any inconvenience you may have suffered?

- b. Explain the task. Read out the closing remarks. Ss complete the task. Elicit Ss' answers around the class.

Suggested Answer Key

- appropriate for a letter requesting information – informal
- appropriate for a letter of complaint – formal
- appropriate for a letter of invitation – informal
- appropriate for a letter of apology – formal

- 50 Explain the task. Read the paragraph aloud. Ask Ss to underline and correct the four mistakes. Check Ss' answers by asking individual Ss to read out the paragraph.

Answer Key

can be → *would be* (it would be possible: polite request)

let me to know → *let me know* (let + object + bare inf.)

be appreciating → *appreciate* ('appreciate' has no continuous forms)

say me → *tell me* (tell + direct object)

It is taken from a formal letter requesting information.

- 51 a. Explain the task. Read the rubric and the extract from the letter aloud. Play the cassette. Ss listen and complete the task. Check Ss' answers.

Answer Key (See overprinted answers)

- b. Explain the task. Allow Ss some time to complete the task. Check Ss' answers around the task.

Suggested Answer Key

- I would appreciate it if you could tell me whether meals, transport and accommodation are included in the prize.
- I was wondering if I will be met at the airport.
- Could you tell me whether the lessons will last all day?
- Could you please let me know if there are any organised trips?

- c. • Explain the task. Read the rubric aloud and ask Ss to underline the key words.

- Present the plan. Explain the task. Ask questions and elicit answers to complete the plan.

e.g. T: What are your opening remarks?

S1: Thank you for informing me about winning first prize.

T: What is your reason for writing?

S2: I am writing to ask for more details about the prize.

Answer Key (See overprinted answers)

Suggested Answer Key

Main Body

(Paras 2-3) *When will it take place?*

Does the prize include meals, accommodation and transportation?

Will somebody meet me at the airport?

Will there be lessons all day?

Are there any organised trips?

How many other people will be attending the camp?

Conclusion *Thank you again for this wonderful opportunity. I am looking forward to it immensely.*

- d. Read the question and the multiple choice answers aloud. Elicit the correct answer from Ss.

Answer Key (See overprinted answer)

- 52 Assign the letter as written HW.

Suggested Answer Key

Dear Mr Sinclair,

Thank you for informing me about winning first prize. I am very excited about the prospect of taking part in the Suffolk Summer Arts Camp. I am writing to ask for more details about the prize.

First of all, could you please let me know the exact dates of the camp? I would also appreciate it if you could tell me whether meals, accommodation and transport are included in the prize. In addition, I was wondering if I will be met at the airport.

I also have some questions regarding the schedule. Firstly, could you tell me whether the lessons will last all day. Could you also let me know if there are any organised trips during the camp? I would also be interested to know how many other people will be attending the camp.

Thank you again for this wonderful opportunity. I am looking forward to it immensely.

Yours sincerely,

Jane Morgan

- 53 Read out the quotations and help Ss to interpret them.

Answer Key

- Books give depth to our lives just as the soul gives meaning to our bodies.
- We need to know what is happening in the world so that we can make the right decisions.
- Watching TV passes the time without giving you any real benefit.
- The public is easily influenced by those in positions of power.

Tapescript for Exercise 51a (p. 161)

Ss can refer to p.215 of the S's book for the same tapescript.

Julie: Mum, look at this! I won that painting competition! I got first prize.

Mum: That's wonderful. Well done! What did you win?

Julie: Two weeks at the Suffolk Summer Arts Camp.

Mum: What's that?

Julie: It's a place where you go to learn new techniques and take part in workshops so you can improve your painting skills and learn new things. They teach you all about oils, acrylics and watercolours and other things like how to make jewellery and pottery.

Mum: Wow. That sounds perfect for you. So, when do you go?

Julie: I don't know when it is exactly, it doesn't say. I hope I get all my meals, accommodation and transportation paid for, too.

Mum: I expect you will, but you'd better ask and make sure.

Julie: Yes, I will and I don't know how to get there exactly, so I will ask if somebody is going to pick me up from the airport.

Mum: That's a good idea. It will save you a lot of trouble.

Julie: Yes, and I wonder if we will have lessons all day or if we will have time to do some sightseeing. Perhaps there will be some organised trips, too. I have a lot of questions to ask.

Mum: Yes, you'd better make some notes so you can write a letter and ask them everything you need to know.

Julie: Yes, I'll do that now. Oh, this is really exciting. I've never won anything before.

Vocabulary & Grammar

1 Fill in the missing word.

- Earthquakes are **natural** disasters.
- The arsonist was **sentenced** to twelve years in prison.
- We play football on a football **pitch**.
- I don't know if I will **have** finished the report by noon.
- He has been **collecting** stamps since he was six years old.
- If I had a computer, I **would** play computer games in my free time.
- Despite** the bad weather, they decided to go out.
- There is a lot of demand **for** the new computer game.
- Bungee jumping is a **high**-risk sport.
- He is suspected **of** stealing the car.
- He isn't a professional tennis player. He's an **amateur**.
- He **couldn't** get **used** to living in such a cold country.
- Bill isn't afraid to **stand** up for what he believes in.
- The castle was surrounded **by** a dense forest.
- The competition is **held** twice a year.
- Players from all over the world **compete** in the Championship events, hoping to win a prize.
- Tony and Jim both entered the competition, but **neither** of them were successful.
- Daniel Defoe wrote many **works** of fiction.
- Who did you vote **for** in the last election?
- I think we should **hit** the road before it gets dark.

(10 marks)

2 Circle the correct item.

- Huge waves were on the shore.
A cracking **B** crashing C jumping D dropping
- A basketball player must be so he can work with the other members of his team.
A graceful C courageous
B competitive **D** co-operative
- The competitors all sing the anthem before the game starts.
A state **C** national
B country D countryside
- I'll read about the economy in the section.
A business B politics C health D education
- If he the report on time, he wouldn't have to do overtime.
A finished C had been finished
B had finished D would have finished

- The wind was hard.
A rolling **B** blowing C rustling D roaring
- Let's try and catch the waiter's so we can pay the bill.
A ear B nose C hand **D** eye
- That new game is really second to
A nothing B no C zero **D** none
- Sports Day is the of the school year.
A focus **B** highlight C peak D feature
- We some money to buy a new car.
A set up C set in
B set to **D** set aside

(10 marks)

Use of English

3 Complete the second sentence using the word in bold. You must use two to five words including the word given. Don't change the word given.

- She didn't study enough so she failed the test.
have She **wouldn't have failed** the test if she had studied enough.
- I wish he hadn't misbehaved in class.
rather I **would rather he hadn't** misbehaved in class.
- He's tired of Ann's lies.
fed He **is fed up with** Ann's lies.
- He was the only one who didn't call.
apart Everyone **called apart from** him.
- The book he is working on will be finished by the end of next month.
have He **will have finished the** book by the end of next month.

(5 marks)

4 Fill in the correct word derived from the word in bold.

- Her house is **beautifully** decorated. BEAUTIFUL
- "Friends" is my **favourite** TV series. FAVOUR
- He bought a **digital** camera last week. DIGIT
- The **majority** of people enjoy watching soap operas. MAJOR
- What's your **interpretation** of the story? INTERPRET

(5 marks)

- 5 Read the sentences. If a sentence is correct, put a tick (✓). If it has a word which should not be there, write this word on the line.

- | | |
|--|------|
| 1 "Three Men" is a great film. The | ✓ |
| 2 cast they are excellent and the | they |
| 3 script is much clever. The plot has an | much |
| 4 unexpected twist and the end is | ✓ |
| 5 rather surprising. Don't be miss it. | be |

(5 marks)

Communication

- 6 Ask as many questions as possible to match the answers.

(See Suggested Answers Section)

- | | |
|----------------|---|
| 1 (cinema)? | <div> <div>Sorry, I can't make it.</div> <div>Yeah, why not.</div> </div> |
| 2 (new bike)? | <div> <div>No, really?</div> <div>Are you sure?</div> </div> |
| 3 (newspaper)? | <div> <div>Sure, go ahead.</div> <div>Well, no.</div> </div> |
| 4 (tennis)? | <div> <div>Thanks, but no.</div> <div>Why not?</div> </div> |
| 5 (kayaking)? | <div> <div>Me too.</div> <div>I don't.</div> </div> |

(5 marks)

- 7 Write questions to complete the exchanges.

- | | | |
|---|--|---|
| 1 | A: Would you mind opening the window? | B: No, not at all. |
| 2 | A: Would you like to go to a football match? | B: I'd love to. |
| 3 | A: May I speak to Ms Johnson, please? | B: I'm afraid Ms Johnson isn't in her office at the moment. |
| 4 | A: Did you hear that Jenny won a trip to Italy? | B: Really? That's fantastic! |
| 5 | A: Where do you want to meet? | B: We could meet in front of the restaurant. |

(5 marks)

Listening

- 8 You will hear a radio interview with an agent who represents musicians. For questions (1-5), choose the best answer A, B or C.

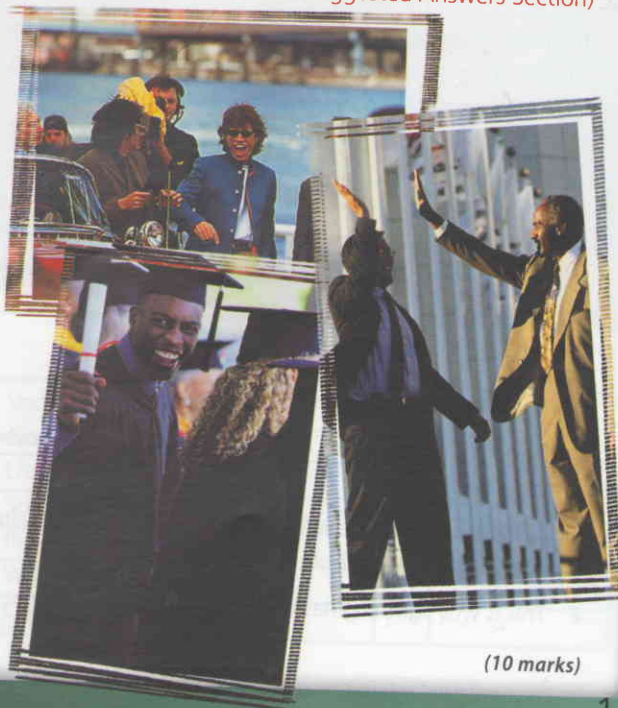
- Peter has come on the show to talk about
 - the group U4.
 - the problems famous people have.
 - how to become famous.
- Peter says that famous people
 - are always perfect.
 - can't have any privacy.
 - enjoy meeting people.
- Overenthusiastic fans sometimes
 - ask for autographs.
 - break into the stars' houses.
 - put things into the stars' rubbish bins.
- Famous people's children often
 - pretend to have friends.
 - want to get close to their teachers.
 - meet people who pretend to be their friends.
- A famous person
 - can have financial problems.
 - has no privacy.
 - can suffer from a nervous breakdown.

(10 marks)

Speaking

- 9 In pairs, talk about how the people are feeling in each situation. Which photograph is the best image of success? Why?

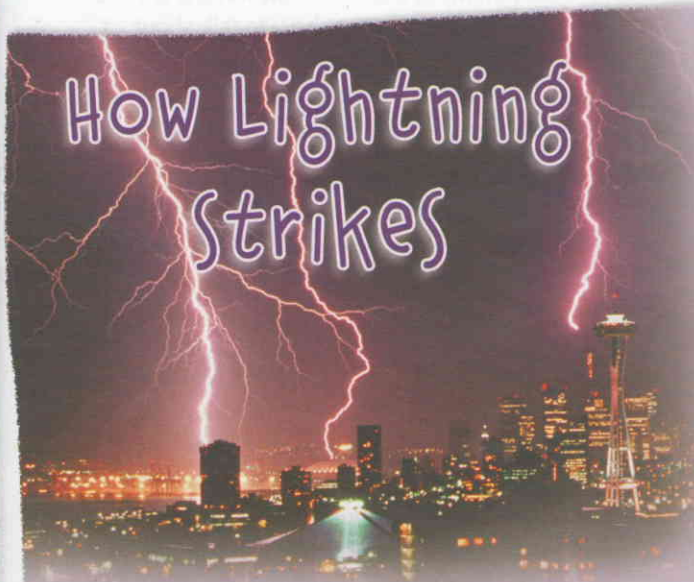
(See Suggested Answers Section)



(10 marks)

Reading

- 10** You are going to read an article about lightning. Choose the most suitable sentence from the list (A-H) to complete each gap (1-6) in the article. There is one extra sentence which you do not need to use. There is an example at the beginning.



A thunderstorm is one of the most impressive sights in nature with huge menacing black clouds producing hot bright flashes of lightning and booming thunder as well as torrential rain or hail. But what causes these dramatic storms and what exactly are thunder and lightning?

Clouds are formed when a mass of cold air meets a mass of warm air. **0 F** Water vapour in the warm air condenses to form clouds. Thunder clouds are typically very tall, dark and deep. Thunder and lightning are both caused when electrical charges build up in these clouds. **1 G** However they believe that it has something to do with charged water droplets and tiny pieces of ice colliding inside the cloud. Normally a positively charged area forms in the upper region of the cloud and a negatively charged region forms in the lower region of the cloud.

These charges are incredibly large and so thunderstorms contain an enormous amount of energy. A voltage of more than 100 million volts can be generated between the cloud and the ground. **2 D** Air will not normally conduct electricity but when such huge voltages are generated, the resistance of

the air breaks down. We get a sudden spark, called an electrical discharge, which can occur inside the cloud, between the cloud and the ground, or between two different clouds. **3 B** Because it is so powerful, lightning generates a lot of heat. A lightning strike can heat the air around it to more than 30,000 °C. That's five times hotter than the surface of the sun! The heat causes the air to expand incredibly quickly and we get the loud explosive sonic boom known as thunder.

So lightning and thunder are created at more or less the same time. If you have been caught in a thunder storm, though, you will know that we normally see the lightning first and then hear the thunder a few seconds later. **4 H** The light travels so quickly that it gets to us almost instantaneously but, in air, sound takes around three seconds to travel one kilometre. This means that if we count the number of seconds between seeing the lightning and hearing the thunder and divide by three we can find out how many kilometres away the storm is from us.

It can be very dangerous to be caught outside in a thunder storm. More than 100 people are killed by lightning strikes each year in the USA alone, and many more are seriously injured. If you do find yourself in this situation the safest thing to do is to crouch down close to the ground.

5 A Lightning tends to strike at the highest point in an area so you are much more at risk near a tree, pole, or any other tall structure. You will be safer inside a metal-bodied car, or even better inside a building. If you are inside though, it is best not to take a shower or use the phone since lightning can strike phone lines or water pipes. Whatever you do, you shouldn't believe the saying that lightning never strikes the same place twice. **6 C** Scientists observing thunder storms have noticed that certain tall buildings or trees can be struck a number of times, even during a single storm.

- A Whatever you do, don't take shelter under a tree.
- B This flash of electricity is a lightning strike.
- C In fact lightning can be attracted to the same spot over and over again.
- D Compare that to the voltage of the electricity supply in your home which is only about 200 volts.
- E This is why lightning has its distinctive forked shape.
- F The warmer air is forced to rise quickly above the colder air.
- G Scientists don't understand exactly how the charges are generated.
- H This is because light travels faster than sound and so the light from the lightning reaches us before the sound from the thunder.

(15 marks)

Writing a letter to the editor

- 11** You read an article about a proposal to build a new cinema complex in your town. Write a letter to the editor expressing your support. (120-180 words)

(See Suggested Answers Section)



Dear Sir,

Introduction

(Para 1) *I am writing – recent article – proposed cinema complex – in my opinion – excellent idea – many advantages*

Main Body

(Para 2) *many people – have the chance – watch new films when they are released – provide children and teenagers – somewhere to go at weekends*

(Para 3) *provide many jobs – building, maintaining and running the complex – be of great benefit to the whole town*

Conclusion

(Para 4) *wonderful idea – I hope – start building the complex – as soon as possible*

Yours faithfully,
(your full name)

(20 marks)
(Total = 100 marks)

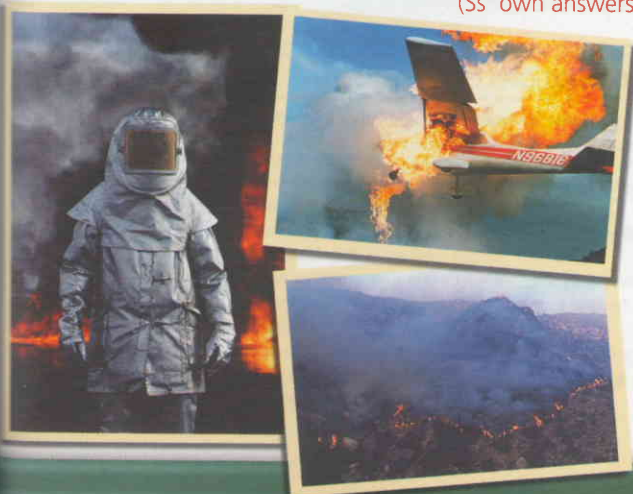
Sing Along!

- 12** a. In pairs, talk about what is taking place in each of these pictures and decide whether these situations would make a good news story and why. Think about:

- where the event took place
- what kind of event each one was
- what happened next

fire; plane explosion; volcanic eruption

(Ss' own answers)



- b. What happened today? In pairs, talk about today's news headlines and how the events will affect your country.

(Ss' own answers)

- c. Listen and fill in. Then, listen again and sing.

I've got the 1) **blues** so bad
That I want the world to see
I'm going to tell you all about it
Are you 2) **listening** to me?

I'm spreading the news
That I've got the blues
There's so many ways to
tell you all

That I can pick and
choose
Which method to use
When I'm spreading the
news

You can read it in the 3) **paper**
Or in a 4) **magazine**
You can see it in a 5) **newsflash**
On your TV screen

I'm spreading the news ...

I'm going to send the 6) **world** an e-mail
To let everybody know
Then I'm going to give an 7) **interview**
On the 8) **radio**

I'm spreading the news ...

I've got to find a way
To make the world sit up and look
I'm going to 9) **write** my troubles
In an electronic 10) **book**

I'm spreading the news ...



Progress Update

How do you rate your progress? Tick (✓) the box that applies to you.

	Excellent ****	Good ***	OK **	Could do better *
Vocabulary & Grammar				
Listening				
Speaking				
Reading				
Writing				
Communication				

Content analysis

- 49 a. Match the formal indirect questions with the type of letter, then change them to direct questions, as in the example.

- 1 B Could you please let me know the whereabouts of the statue I ordered and paid for over a month ago?
 2 C I would like to know the price of front row seats.
 3 D We were wondering if you would be our guests at the concert next Saturday night.
 4 A We would be grateful if you would accept these backstage passes and signed CDs as compensation for any inconvenience you might have suffered.

- A letter of apology
 B letter of complaint
 C letter requesting information
 D letter of invitation

Where is the statue I ordered and paid for a month ago?

- b. Which of the following closing remarks are appropriate for each type of letter? Which are formal?

Please write back soon with your answers.

I would like this matter to be resolved as soon as possible.

Hope you can come.

Please accept our sincere apologies once more.

Error Correction

- 50 Read the paragraph and correct the mistakes. (There are four mistakes.) What type of letter is it taken from?

I was wondering if it can be possible for you to send me a copy of your calendar of events. Also, could you please let me to know whether you accept children under the age of 10? In addition, I would be appreciating it if you could say me if you offer any courses during the winter.

Discuss & Write

- 51 a. Read the rubric and extract below, then listen to the dialogue and complete the notes you have made.

- You have just received a letter informing you that you have won a competition. Write a letter to the competition organisers asking for the information you require.

Your painting has won first prize in our art competition, ... you have won two weeks at the Suffolk Summer Arts Camp ...

Please contact me for further information.

Yours sincerely
 Robert Sinclair
 Robert Sinclair

- when exactly?
 • what does prize include: meals?
 1) accommodation?
 transportation?
 • will sb meet me at
 2) airport?
 • 3) lessons all day?
 • organised 4) trips?

- b. Change your notes into formal indirect questions.

Could you please let me know the exact dates of the camp?

- c. Read the rubric again, then answer the questions in the plan.

plan

Introduction

- (Para 1) What are your opening remarks?
 What is your reason for writing?

Main Body

- (Paras 2-3) What questions do you have to ask?
 Do you have any other questions to ask?

Conclusion

- (Para 4) What are your closing remarks?

- d. Which of the following are appropriate to begin/end your letter?

- 1 Dear + Sir/Madam,
 Yours faithfully,
 2 Dear + first name,
 Lots of love,
 ③ Dear Mr/Miss/Ms + last name,
 Yours sincerely,

- 52 Write your letter to the competition organisers using your answers from Ex. 51. You can use the letter in Ex. 47a as a model.

- 53 Try to explain these quotations in your own words.

Famous words

- A room without books is like a body without a soul.
 Marcus Tullius Cicero
 (Roman statesman)
- A community needs news for the same reason that a man needs eyes. It has to see where it is going.
 Dame Rebecca West,
 (British author)
- TV is chewing gum for the eyes.
 Frank Lloyd Wright,
 (US architect)
- The public is like a piano. You just have to know what keys to poke.
 Al Capp
 (US cartoonist)

◆ Self-Assessment Module 1

Exercise 9 (p. 35)

- A: I think Leo will need his sunglasses and cap. What do you think?
- B: Yes, you're right. I also think he'll need a rucksack. Don't you agree?
- A: Definitely. Rucksacks are very useful when travelling. I think he'll need his flip-flops and flippers, too.
- B: Oh, I don't agree. I don't think he'll need his flip-flops and flippers because he'll probably spend his time sightseeing. What do you think?
- A: I think you're wrong. It's very hot in Portugal and I think he might go to the beach while he's there. What do you think about the binoculars?
- B: I don't think he'll need the binoculars. He probably won't have time to go birdwatching.
- A: I couldn't agree more.

Exercise 11 (p. 37)

One afternoon last summer, my good friend Jane came round and invited me to go on a bike ride with her. I thought it would be a fun day and so we arranged to meet in the morning.

The next day I got up early and made lots of delicious sandwiches to take with us. We set off early and it was lovely and peaceful as we cycled down the country lanes and past the open fields. The weather was lovely and the time flew by/ past.

Shortly, we found a nice field and stopped for lunch. I unpacked the picnic basket and we were just about to tuck into our delicious lunch when we saw an angry bull running towards us. We jumped up and ran away, leaving the picnic behind. Fortunately, the bull didn't chase us. Instead, he ate all our sandwiches while we watched him from a distance.

A few hours later, we arrived back home. We were tired and very hungry but we were happy. It certainly had been a day out to remember.

◆ Self-Assessment Module 2

Exercise 6 (p. 67)

- 1 Do you enjoy staying at hotels?
- 2 They aren't going to the beach, are they?
- 3 Do you want to go for a bike ride later?
- 4 Could you take out the rubbish, please?
- 5 Are you busy this weekend?

Exercise 9 (p. 67)

- A: I think we should collect the rubbish from around the town.
- B: That's a great idea! That way the town would be cleaner.
- A: We should also start a recycling programme in the school.
- B: Yes, that would be a good idea. That way, there would be less rubbish and we would be helping the environment more.

- A: Why don't we also plant flowers around the town. Then the town will be a much nicer place to live in.
- B: That's a good idea. We should also collect all the stray cats and dogs as well.
- A: Yes, we could take them to the pound. That way, the streets would be safer and cleaner for everyone and the animals might find good homes.

Exercise 11 (p. 69)

Our rivers and lakes are very polluted. People throw litter in the water and factories dump industrial waste there, too. We can't swim in the water and we can't drink the water because it is so dirty. We must do something to improve this situation at once.

I suggest that we organise a clean-up campaign. We could organise a team of volunteers to clean up the rivers and lakes. We could also put more rubbish bins in these areas so less litter ends up in the water.

In addition, we should fine factories that dump industrial waste into our lakes and rivers. In this way, water pollution will decrease and we will have cleaner water.

In my opinion, local people and industries should work together to clean up our lakes and rivers. Then, we will all be able to swim and use the water again.

◆ Self-Assessment Module 3

Exercise 8 (p. 99)

- 1 How about going to that new Chinese restaurant?
- 2 Do you think there is a lot of crime in this area?
- 3 How often do you eat junk food?
- 4 May I have the bill, please?
- 5 Can you fix the fax machine?

Exercise 9 (p. 99)

- A: The butcher looks very happy but the businessman looks a bit stressed.
- B: Well, the businessman works alone and for long hours but the butcher gets to meet lots of different people and he has a standard daily routine.
- A: You're right. The butcher works 9-5 for a weekly wage, but the businessman works flexible hours for a monthly salary.
- B: Yes, and the butcher has to wear a uniform, whereas the businessman wears smart clothes to work.
- A: I think I'd rather do the butcher's job as I wouldn't have to spend a lot of money on clothes. I'd have standard hours and I'd get to meet a lot of different people.

Exercise 11 (p. 101)

Computers are used in all parts of our lives. We use them at work and at school for work and for leisure. They make our lives easier and help us to be better organised. So much so, in fact, that some of us can't live without them.

Computers make our working lives easier. They help us to be more accurate and so we can work faster and save time. We are also able to keep a lot of information in one place and so everything we need is right in front of us.

In addition, computers give us access to the Internet, which we can use for work, school and for pleasure. The Internet and e-mail help us keep in contact with friends and relatives around the world. We can use it to have fun as well as for work and study.

On the other hand, some people think it is unhealthy to spend too much time sitting at a computer. They claim it can damage our eyes. Also, the more time we spend in front of the computer, the less time we spend exercising. What is more, we also spend less time socialising with our friends and we don't talk to people as much.

All in all, computers are an important part of our lives today. They help us to work and study more effectively and they are fun, too. However, we should be careful not to spend all of our time in front of a computer screen.

◆ Self-Assessment Module 4

Exercise 9 (p. 131)

I prefer eating home cooked food. It is fresher, tastier and better for you than fast food. I enjoy going out to eat at a local Italian restaurant. I go every couple of months or so. I really like Italian food. I especially like the herbs and spices they use in their cooking, like garlic and oregano. It makes the food very tasty.

Exercise 11 (p. 133)

Introduction

The purpose of this report is to assess the college cafeteria and to suggest changes to make it more popular with the students.

Food and Prices

The college cafeteria offers inexpensive food which is suitable for students on a tight budget. The food is well-cooked, too. Nevertheless, there is not a very wide range of food and the menu is quite boring.

Atmosphere

Although the cafeteria is bright and cheerful, the tables are long and the chairs are very uncomfortable.

Opening Hours

During the week, the cafeteria opens from 8am to 6pm. However, more and more students have lessons at night and they study in the library at night and at weekends, but the cafeteria is closed at these times.

Conclusion

In conclusion, the college cafeteria is an inexpensive student cafeteria with a pleasant atmosphere. However, I believe it would become more popular with students if the menu was expanded and new furniture was bought. What is more, extending the opening hours from 8am to 9pm and opening on Saturdays and Sundays would also attract more students.

Exercise 12a (p. 133)

Healthy: orange juice, fruit salad, olive oil, etc

Unhealthy: cake, cheese, etc

◆ Self-Assessment Module 5

Exercise 6 (p. 163)

- 1 How about going to the cinema tonight?
- 2 Is it true that Jerry's new bike was stolen?
- 3 Can I have the newspaper now?
- 4 Would you like to take tennis lessons at the club?
- 5 I like kayaking. How about you?

Exercise 9 (p. 163)

- A: I think the businessmen look very excited. They are congratulating each other.
- B: The person graduating looks extremely happy. He is very proud.
- A: The famous person looks like he is enjoying himself. He is laughing and having lots of fun. I think he is the most successful. He has TV cameras and people all around him. He must be very rich.
- B: I think the person graduating is the most successful. He probably studied for a long time to get his degree and now he can start a whole new life.

Exercise 11 (p. 165)

I am writing in regard to your recent article about the proposed new cinema complex. In my opinion, this is an excellent idea as it will have many advantages for our town.

Firstly, I believe that it will be an excellent opportunity for many people to have a chance to watch new films when they are released. This way, they won't have to wait for the films to come out on video. Also, it will provide a safe and fun place for children and teenagers to go at the weekends.

In addition, it will provide many jobs in our community. First, it will provide jobs during the construction of the building, and later in the maintaining and running of the complex. It will be of great benefit to the whole town.

In conclusion, I would like to say that I think it is a wonderful idea. I hope that they start building the new complex right away. In this way, the whole community can enjoy its benefits as soon as possible.

Tapescripts

Self-Assessment Module 1

◆ Tapescript for Exercise 8b (p. 35)

Speaker 1

Even though our house was small, it was very cosy. Mum was good at sewing so there were lovely colourful curtains and matching cushions everywhere. She also had a pet dog, Chester, who was always lying about and that added to the warm, homely feeling of the house that I grew up in.

Speaker 2

Our house was big and very neat. There was always a lot of space in the rooms, and the whole place had a light and airy feel. There was little furniture and what we had was all white. Our house was never cluttered and there was never any mess. I must admit it did feel a bit bare at times, though. I used to wish my house was a bit more like other people's – you know, more lived in.

Speaker 3

Well, we had two houses. In the city, we lived in a flat. Nothing fancy really, just a typical two-bedroomed place. But our country house was fantastic. It was a cosy little cottage made of old red bricks and had an enormous garden. There was a fireplace in it and lots of comfortable, old furniture. We couldn't wait for the weekend to arrive so that we could head down there to our country retreat.

Speaker 4

I can't really say that I remember one particular home as standing out. You see, Dad was in the army, so we travelled quite a bit. We moved every year or so. Oh, there were some interesting houses, like the one with a frog pond in the front yard. There was also a strange, three-storey, tall, narrow house, that was painted bright pink. I couldn't wait to get out of there. I was too embarrassed to invite my friends over!

Speaker 5

My parents were artists and our house was an old, renovated warehouse. The ceiling was high and there were wooden beams holding up the roof. There was really only one huge room with beaded curtains and plants separating the various sections of the house like the kitchen. It wasn't a traditional house, compared to the ones other children live in. But we had lots of space to run and play in so we were never bored!

Self-Assessment Module 2

◆ Tapescript for Exercise 8 (p. 67)

Interviewer: Welcome to today's programme. Today, we have as our guest Mr Dan Singer, who began the 'Act Now' group. Hello Dan. You have often been called an 'eco-warrior'. What do you think of that?

Guest: Well I don't mind being called an eco-warrior, but some people might think that the warrior bit means being aggressive or even violent, and I'm not at all like that. Nor is any member of the 'Act Now' group.

Interviewer: Some people think that the time you ripped up pavements was quite aggressive, though. What was that all about?

Guest: What we did was, dig up a street and plant flowers there. We did it to prove a point – that we're not going to put up with living in a concrete jungle with no trees or flowers. Humans are only part of the greater system of things. It's about time people stopped being selfish and realised that it's not just about now, I mean, the present. It's also about the future. What will our children have left to enjoy if we take away nature's beauty?

Interviewer: So, the term 'eco-warrior' comes from these views and actions.

Guest: I suppose people give it different meanings, but from my point of view, you can call me an 'eco-warrior' if it means someone who loves and respects nature and the environment. The 'warrior' bit is about fighting to protect it.

Interviewer: One of your main concerns is obviously the environment, but what exactly does 'Act Now' do?

Guest: OK. Let's take it from the start. We want to balance the relationship between people and their natural environment. At 'Act Now' we believe in working together as a community. We provide people with information and try to educate them about environmental issues like endangered species and the use of toxic fertilizers and pesticides. As our name suggests, we then show people that they can join us and *act now* to prevent the destruction of our planet.

Interviewer: So, how do you protect the environment? I mean, what are some of your projects?

Guest: We organise protests against whatever we consider to be harmful to the environment. For example, Newton Council has decided to begin work on a new highway in the area. So, we're making protest signs and we're holding a march outside the Town Hall tomorrow.

Interviewer: Do you have much public support during your protests?

Guest: Oh yes. We make brochures and flyers that we give out, and we find that most people are curious and friendly. Many also attend the protests.

Interviewer: Yes, last week I watched you being interviewed on the news, when you were protesting against killing animals for their fur.

Guest: That was a very successful event. In fact, we even got support from the mayor as well as a famous rock group and a film star! We have also given clothing designers and manufacturers information on fur substitutes.

Interviewer: So it's not all about marches and demonstrations. It sounds like you do quite a bit of research too.

Guest: Indeed we do. Through the Internet, books, that sort of thing.

Interviewer: Thank you for taking the time to speak with us today, Dan, and good luck with 'Act Now'.

Guest: Thank you.

Self-Assessment Module 3

◆ Tapescript for Exercise 6 (p. 99)

1 **Man:** I don't think we'll have to wait very long today. I've never seen the acupuncturist's waiting room so empty.

Woman: Oh, I don't mind waiting. I've never tried this therapy before, and I can't imagine what it feels like.

Man: (laugh) Don't worry. Mr Lim is very experienced and besides, acupuncture really works. The needles are very fine so you hardly feel them.

Woman: You know what. Maybe this wasn't such a good idea. Um, I think I might leave it for today. Apologise to Mr Lim for me, please. Er, well, uh, goodbye.

2 Man

Thanks for taking my call. I realise you're busy. Er, I was just wondering if you could tell me the name of that sweet-smelling oil which you used during my last treatment. It made my migraine disappear immediately and I'm sure it was because of its smell. It would be great to have some to use at home. I hope it's not hard to find, as I wouldn't mind getting some.

3 **Man:** Er, yes, hello. I just wanted to say that I think this alternative medicine business is all a load of rubbish.

Presenter: Well, this show is all about expressing your opinion. (laugh) But do tell us, what makes you say that?

Man: Well, for starters I spent a fortune on bottles of vitamin pills from the health food shop, as the assistant advised, and well, they didn't work.

Presenter: You mean the vitamins didn't help with your health problem?

Man: That's right. I still suffer from arthritis, but now I also have to put up with indigestion thanks to those vitamin pills!

4 Girl

Hello, I'm a student from the College of Alternative Therapies and I'm doing a research project on the influence of colour on people's psychology. This will only take a few moments. Are you ready? OK. Now, I'm going to show you some cards, each with a different colour and I'd like you to tell me in one word, how the particular colour makes you feel.

5 Man

... and by practicing yoga every day, you will find it easier to relax and unwind. Your level of fitness doesn't really matter at first, nor does your age. The exercises are all gentle and mainly involve stretching, to help your body gradually become more flexible. Yoga also focuses on breathing techniques. This can help to free your body and mind from everyday pressures.

6 **Receptionist:** No, it's not too late, we are still accepting applications.

Man: That's great. I've always been interested in plants and their ability to heal. I hope I'll be accepted.

Receptionist: I'm sure you'll have no trouble sir. There are a few requirements, but the very fact that you're so interested in what we teach is very important.

Man: Well, I want to start my own business one day, and then perhaps teach others about the advantages of natural therapies.

Self-Assessment Module 4

◆ Tapescript for Exercise 8 (p. 131)

Interviewer: Let's welcome Diane Hall, owner of the organic food restaurant, *Nature's Way*. So, Diane, what exactly is organic food?

Diane: Organic food is food that is natural. It hasn't been grown using chemicals. Only natural fertilizers and no pesticides.

Interviewer: And how did you first become interested in organic food?

Diane: Well, as a teenager I remember going to my grandmother's house. She had a wonderful garden where she grew fruit and vegetables. I remember picking an apple from her tree, and thinking it was delicious. When she had us over for dinner, her salads were also very tasty. She used no chemical fertilizers you see. So I suppose it was from there that I became fascinated with organic food.

Interviewer: So, are fruit and vegetables the only types of organic food?

Diane: Oh, no. And I'm glad you've bought up that point Stuart, because organic food includes meat, as well as fruit, vegetables, grains, pulses and even dairy products.

Interviewer: That's interesting. I didn't know that meat and dairy products could be organic.

Diane: Well, organic beef comes from cattle that are fed grass grown in soil that hasn't been treated with chemicals.

Interviewer: I see. Do you use only organic products in your café?

Diane: Yes, and we serve a wide variety of foods, for different people. During the week, a lot of business people come in for lunch or a snack. In the evenings, we have a different menu for people who want a 3-course meal.

Interviewer: And are you open at weekends?

Diane: We are and we offer late breakfasts or brunch, as well as dinner. In summer we open the patio and have barbecues.

Interviewer: So, do you find that organic food is becoming more popular?

Diane: Yes, it is. Most people prefer food that has been grown without using chemicals. They're also noticing that organic food tastes better.

Interviewer: I've heard that organic food is also better for the environment. Is this true?

Diane: Well, think of the chemical fertilizers and pesticides poison the soil and end up in our water. Our wildlife becomes affected and so do we. Organic means natural which is better for us and our planet!

Self-Assessment Module 5

◆ Tapescript for Exercise 8 (p. 163)

Interviewer: Welcome to the second part of our show. Before the break we were talking to the group "U4", the winner of our local talent competition. They are very talented and we hope that one day we will see them at the top of the charts. However, I have with me now an agent who has worked with many famous musicians and has come to give us some information regarding the problems of being famous. Welcome to the show, Peter.

Peter: Thanks for inviting me.

Interviewer: Now, Peter, perhaps you could explain to us exactly what you mean when you say that famous people have problems. It is certainly hard for us ordinary people to imagine that famous people have any serious problems when most of them have enough money to live a very comfortable life. They also have lots of people taking care of them, like their agents, record companies and so on.

Peter: Well, it might seem like that to the rest of us but when you consider the pressure there is on a famous person to always look good and be polite and friendly you can begin to get an idea of how being famous can sometimes cause a celebrity serious problems.

Interviewer: Ummm... well... I mean, it must be great to be able to walk into a shop or restaurant, be instantly recognized and get the best service. I don't think I would have a problem with people stopping me on the street and asking for my autograph!

Peter: Yes, but unfortunately it doesn't stop there! Imagine you want to go jogging in the park, meet some friends at a café, or even just go shopping with your family on a Saturday afternoon. Your hair, make up and clothes must always look perfect, because you never know when you will be photographed. Not to mention the fact that people constantly come up to you, ask for your autograph and want to tell you how they feel about you and your work!

Interviewer: Well, that still doesn't sound so terrible to me!

Peter: Ok, how would you like to have a security system installed to prevent over-enthusiastic fans from breaking into your house, stealing your laundry off the washing line or taking souvenirs from your rubbish bin?

Interviewer: You've got a point. I don't think I'd like that very much!

Peter: Then, of course, there's the paparazzi, the photographers who secretly follow you around, hoping to get a picture of you doing something embarrassing like taking out the rubbish with curlers in your hair. Your family and friends will also find they have very little privacy. The children of famous people have a particularly hard time because their classmates and even teachers will sometimes pretend to be their friend just to get closer to their parents.

Interviewer: That's awful! But there must be some advantages to being famous. For example, having all that money would be nice!

Peter: Even the money can sometimes cause problems. You can certainly afford to live a comfortable lifestyle but the press will always criticize you. Let me give you an example. If

you buy an expensive car, they will say you are showing off. If you buy an inexpensive car, they will say you are cheap or having financial problems. You also have to make sure that you have a trustworthy accountant because the tax department will be keeping a strict eye on you!

Interviewer: That's a point, I hadn't thought of that!

Peter: And don't forget, your personal life will become everybody's business. For instance, if you take time off to relax there will be rumours that you are having a nervous breakdown, and if you ever have to go into hospital everyone will know your personal health details.

Interviewer: As you see, being famous can be quite complicated. You see, most people think celebrities are rich, successful people enjoying the attention of the public. Only a few realise that they are people too, who deserve some privacy. Thanks a lot, Peter, for helping us understand a little better what celebrities go through. I suppose you really do have to pay a price for fame.